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ABSTRACT

The forty-third session of the International Conference on Education was convened by the Director-General of the United Nations Educational, Scientific, and Cultural Organization (UNESCO), in conformity with Resolution 1.2 adopted by the General Assembly at its 26th session. The Conference examined the following points: "The Contribution of Education to Cultural Development," and the "Preliminary Report on the Implementation of Recommendation Number 77 adopted by the International Conference on Education at Its Forty-second Session." The Conference also explored "The Contribution of Education to Cultural Development," and "Education, Culture, and Development: New prospects for Interaction for the Benefit of the Individual and Society." At the conclusion of its discusssions, the Conference adopted its report and Recommendation Number 78 to ministries of education and culture concerning the contribution of education to cultural development. The document includes an introduction and 11 annexes. (Author/SG)

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Final Report

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International Conference on Education 43rd Session

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Geneva 14-19 September 1992

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Final Report

International Conference on Education 43rd Session

Geneva 14-19 September 1992

Unesco
International Bureau of Education

ED/MD/95

Paris, January 1993

SUMMARY

The 43rd session of the International Conference on Education took place at the International Conference Centre of Geneva from 14 to 19 September 1992. It was convened by the Director-General of UNESCO in conformity with resolution 1.2 adopted by the General Conference at its twenty-sixth session.

The Conference examined the following points: 'The contribution of education to cultural development' and the 'Preliminary report on the implementation of Recommendation No. 77 adopted by the International Conference on Education at its 42nd session'.

At the conclusion of its discussions, the Conference adopted its report and Recommendation No. 78 to ministries of education and culture concerning the contribution of education to cultural development.

CONTENTS

		Page
INTRODUCTION		1
PART I	The contribution of education to cultural development	5
	Summary of the plenary discussions	5
	A. Introduction	5
	B. Issues concerning the interrelationship of education and culture	5
	C. Co-ordination of educational and cultural policies	7
	D. Language issues	8
	E. Points of special concern	9
	F. International co-operation in education: a continuing priority	10
PART II	Education, culture and development: new prospects for interaction for the benefit of the individual and society	13
	Summary of the Commission's discussions	13
PART III	Preliminary report on the implementation of Recommendation No. 77 adopted by the International Conference on Education at its 42nd session	15
PART IV	Recommendation No. 78 to ministries responsible for education and culture concerning the contribution of education to cultural development	17

ANNEXES

I	Agenda
II	Opening address by H.E. Mr Arjun Singh, Minister of Human Resources Development, and Head of the Delegation of India
III	Opening address by Mr Dominique Föllmi, State Councillor, Head of the Public Education Department of the Republic and Canton of Geneva, and Head of the Swiss Delegation
IV	Opening address by Mr Federico Mayor Zaragoza, Director-General of UNESCO
V	Opening address by Mr Antonio Silipo, Minister of Education of the Province of Ontario, Canada, and Chairman of the 43rd session of the International Conference on Education

VI Closing address by Mr Eduardo Portella, Deputy Director-General of UNESCO

VII Closing address by Mr Dominique Föllmi, State Councillor, Head of the Public Education Department of the Republic and Canton of Geneva, and Head of the Swiss Delegation

VIII Closing address by Mr Antonio Silipo, Minister of Education of the Province of Ontario, Canada, and Chairman of the 43rd session of the International Conference on Education

IX List of documents distributed during the session and national reports submitted to the Conference

X List of participants

XI Secretariat of the Conference

INTRODUCTION

1. The 43rd session of the International Conference on Education, convened by the Director-General of UNESCO in accordance with resolution 1.2 adopted by the General Conference at its twenty-sixth session, was held at the International Conference Centre, Geneva, from 14 to 19 September 1992.

2. The Conference was attended by 125 Member States of UNESCO; four non-Member States; Palestine; eight organizations of the United Nations system; eight other intergovernmental organizations; 17 international non-governmental organizations and one foundation. The 43rd session of the Conference was attended, in all, by 551 delegates, including 54 ministers and 26 deputy ministers of education, and 82 representatives and observers. The list of participants in the 43rd session is appended hereto.

3. Opening the 43rd session, H.E. Mr Arjun Singh, Minister of Human Resources Development and Head of the Delegation of India, the Member State which had ensured the chairmanship of the 42nd session, observed that the theme chosen for the 43rd session - The contribution of education to cultural development - was significant and timely. He noted that, since the previous Conference, the world's political landscape had irreversibly changed towards peace, a deceleration in the arms race and an avoidance of nuclear catastrophe, holding out the hope of a more just, equitable, humane and rational world order. However, he also noted that the process of democratization had at the same time released forces of violence, ethnic strife and cultural and religious intolerance. In this situation, he said, there had emerged a greater need to use education and culture as media to purvey the message of multicultural coexistence based on the underlying socio-religious unity of mankind. Referring to the fact that the Conference was taking place at the mid-point in the World Decade for Cultural Development, 1988-1997, he suggested that the inextricable linkage between education and cultural development and their concomitant relationship had to be fully analysed and comprehended to render education more relevant and acceptable as a viable tool to preserve the cultural ethos, foster cultural development and promote global cultural understanding. Expressing the hope that the deliberations of the Conference would lead to action-oriented recommendations which would guide decision-makers and Member States in integrating the crucial aspects of cultural development in the content and process of education, the Chairman gave the floor to Mr Federico Mayor Zaragoza, Director-General of UNESCO.

4. In his address to the Conference, the Director-General thanked the authorities of the Swiss Confederation and of the Republic and Canton of Geneva for their hospitality which they had extended over many years to the Conference, and welcomed the representatives of Member States and observers from non-Member States, liberation movements, intergovernmental and non-governmental organizations and organizations of the United Nations system. He noted that the Conference's focus on education and culture was significant from a number of standpoints. Firstly, recalling that the World Conference on Cultural Policies in 1982 had underlined in its recommendations, as well as in the Mexico Declaration, the relations which exist between education, cultural development and the cultural dimension of development, the Director-General reminded the Conference that the programme of action for the World Decade for Cultural Development explicitly foresaw the contribution of education to cultural development as one of its first objectives. Secondly, the intersectoral and transdisciplinary theme of this Conference reflected the fundamental and universal linkage or convergence which existed between education and culture. This convergence, he said, was exemplified particularly in the German concept of *Bildung*, in which education and culture

were semantically related. Culture in its widest sense, defined in the Mexico Declaration as 'the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group', both encapsulated and impregnated education, determining in part its objectives and modalities.

5. Education and culture, the Director-General emphasized, were related symbiotically. Culture was an effect of education, and education in turn was a motor of cultural change with the potential of contributing either to the impoverishment or enrichment of culture. In view of this, there may be an over-emphasis in school programmes today on scientific, technical and economic questions at the expense of the arts and the humanities. Thus, the Director-General suggested that the time might be appropriate to review the composition of school curricula and the appropriateness of existing teaching methods. It was important, he further stressed, not to neglect the place of artistic expression in cultural development. Works of art, he said, represent culture in one of its narrowest but noblest senses, distilling the very spirit of a culture. Education, he added, had a vital role to play in fostering artistic expression.

6. Observing that the domain of culture is universal, the Director-General noted that cultural development is in part the promotion of dialogue between cultures. This, he noted, had always been one of UNESCO's central concerns involving both the strengthening of cultural identities and developing exchanges between cultures to their mutual benefit and enrichment. The study of foreign languages was of particular significance, he said, since it provided an unrivalled insight into other cultures and created a valuable disposition towards intercultural dialogue. In the past, education had too often played a part in the destruction of minority cultures. The preservation of cultural diversity - no less than biological diversity - was crucial, he emphasized, for the future of mankind, and education could make a significant contribution to the specific problem of multicultural living and intercultural understanding.

7. Noting that the promotion of human creativity is at the heart of cultural development, the Director-General observed that cultural development becomes one with human development. Referring to UNESCO's new Centre for the World Heritage, as well as to the organization of two commissions on culture and development, and on education for the twenty-first century, he drew attention to the intersectoral and interdisciplinary nature of UNESCO's mission within the United Nations system which aims at helping to construct a culture of peace.

8. The Chairman then gave the floor to Mr Dominique Föllmi, State Councillor, Head of the Public Education Department of the Republic and Canton of Geneva and Head of the Swiss Delegation. Mr Föllmi welcomed the Director-General and delegates, and proposed some points of reflection on the importance of culture for the development of the human being. Utilizing the metaphor of a plant in soil from which both sustenance and harmful parasites and disease could be drawn, he suggested that the young child could be either nourished or deformed by culture. Culture had both a positive side in nourishing all that was best in the individual being, and a negative side in feeding xenophobia and the will to eliminate others. The fundamental role of education, he said, was to contribute to the development of a culture which would enable millions of human beings to live together peacefully and to give them the means of resistance in the face of technologies which have as much the capability of enslaving as of serving those who utilized them.

9. The Honourable Mr Antonio Silipo, Minister of Education, Province of Ontario, Canada, was then elected as Chairman of the 43rd session of the Conference by acclamation. Taking the chair, he noted that the Conference was taking place at a time when we are deeply aware of the

importance of cultural identity, cultural diversity, cultural conflict and cultural development in our lives. As educators, the Chairman emphasized, young people are always our inspiration and the main focus of our deliberations. Recalling his own youth, spent in three different countries, he observed that there are children and young people in every part of the globe who are going through the experience of immigration involving, often in an acute form, an interaction between culture and education. He sketched out a number of key issues related to the theme of the Conference which affect many Member States: the defence and preservation of endangered minority cultures; the need to respect and honour local ways and traditions while remaining open to the practices and values of other cultures; the extension and improvement of education in the full range of arts which should be open to all students, not only to a chosen few; and the means of forging stronger links between the school, the family and the community in dealing with issues of culture, language and cultural development. At a time of crisis, when people are being displaced and their lives shattered by war, famine and natural disasters, we must, the Chairman urged, dedicate ourselves to securing hope for the future through the most powerful means of all - education.

10. The Conference then unanimously accepted the recommendation of the IBE Council, presented by its President H.E. Ambassador Ruth Lerner de Almea, that Rule 4.1 of the Rules of Procedure be suspended in order that the number of Vice-Chairmen be increased from eight to nine. The following Vice-Chairmen were then elected by acclamation:

Mr D. Föllmi (Switzerland)
Mr Jan Kopecky (Czechoslovakia)
Mr George Vaideanu (Romania)
Ms M.E. Perez Franco (Colombia)
Mr Ahmad Kamal (Pakistan)
Mr A. Riazi (Islamic Republic of Iran)
Mr R. Mbella-Mbappe (Cameroon)
Mr R. El Madani (Libyan Arab Jamahiriya)
Mr Mohammed Al Jaifi (Yemen)

Mr J.O. Itotoh (Nigeria) was elected Rapporteur of the Conference by acclamation.

11. The delegate of Denmark asked for the floor and, speaking on behalf of the European Community and its Member States, noted that the Community did not accept the new federation formed by Serbia and Montenegro as the sole successor to the former Socialist Federal Republic of Yugoslavia and that, accordingly, the presence of representatives of Serbia and Montenegro at this Conference did not prejudice the position of the European Community and its Member States as to any further action they may take to oppose the participation of Yugoslavia in the United Nations. The delegates of Austria and Egypt made similar statements to the Conference.

12. The Chairman then suspended the plenary meeting to open the first meeting of the Commission, of which Mr Gonzalo Figueroa (Chile) was elected Chairman by acclamation. The plenary meeting was then resumed with the Chairman submitting the provisional agenda (ED/BIE/CONFINTED 43/1) and the proposed organization of the work of the Conference (ED/BIE/CONFINTED 43/2) to the delegates, who approved them unanimously.

PART I

The contribution of education to cultural development

Summary of the plenary discussions

A. Introduction

1. Delegates from 83 Member States and observers from the Holy See and Palestine, two intergovernmental and five non-governmental organizations addressed the plenary meetings.

2. There was general agreement among speakers on the primordial nature of the relationship between education and culture. 'The first and essential task of every culture is education', one speaker said. Another referred to education as the 'vector of cultural development'. Still another observed that the inseparable nature of the relationship was demonstrated by the fact that the ancient Greeks used one word, 'paideia', for both education and culture. The challenge, however, was to decide on what kind of education to provide. Too often in recent years, many speakers noted, education had been harnessed to purely materialistic objectives, losing sight of the noble goals enshrined in the Universal Declaration of Human Rights which had declared that the purpose of education is to contribute to the full development of the human personality, peace and human rights. What was needed today, one speaker proposed, was 'enlightened' education and a revised concept of the school that would accommodate a harmonious balance of learning activities designed to develop the full potentialities of the pupils. Many speakers informed the Conference of recent and current moves in their countries to reconsider the existing balance of subjects in school curricula. Some speakers expressed a certain amount of anxiety over what they considered to have been an undesirable trend in recent years towards an emphasis on science and technology at the expense of other subjects. Other speakers referred to the challenge of providing an education which would help stimulate the creative impulse in the young. Several speakers mentioned the unique role of works of art - painting, sculpture, music, theatre, dance - in revealing to young people the possibilities open to them for cultural expression.

B. Issues concerning the interrelationship of education and culture

3. Numerous speakers referred to the difficulty of defining culture and hence the concept of cultural development, one of them noting that there were over 100 accepted definitions of culture. An issue implicit in the debate was whether culture should be defined narrowly or broadly in its relationship to education. One delegate cautioned the Conference that culture must be understood as being more than theatre and arts. Another noted, however, that when everything was defined as culture, culture became nothing more than an uninteresting slogan. A number of speakers referred with approval to the definition of culture contained in Preliminary Draft Recommendation No. 78, deriving from the World Conference on Cultural Policies (Mexico City, 1982), in which culture is defined as 'the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only the arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs'. Others observed that the task of the Conference was not so much to define culture, which they perceived as a difficult and elusive task, but to identify those aspects of culture which had a direct bearing upon education. One delegate considered that even this represented an immense and unrewarding task which could lead the Conference to make meaningless recommendations on matters which were more

properly the concern of local authorities, schools and teachers or students and their families. He suggested that in dealing with culture, the Conference limit itself to identifying some common denominators or principles regarding the role culture must play in the educational system in a decent society. Such principles, he added, should be true and important no matter what culture, religion or educational structure may exist in a particular country. He further indicated that his and neighbouring States which shared the views he had expressed had proposed an amendment to the Draft Recommendation to give it a sharper focus and greater relevance.

4. Numerous speakers suggested principles which should inform the cultural role and content of educational systems. These included respect for human rights; tolerance of and respect for other people, their views and beliefs; strengthening of moral and ethical values; knowledge of and respect for one's own culture; concern for the environment; promotion of equality between the sexes; and development of a global perspective on issues. One delegate insisted that the greatest contribution education could make to cultural development was in advancing the idea of human equality and human rights. The role of education was perceived by another delegate to be not only the transmission of culture but also, and above all, the critical analysis of culture in order that it be improved and purged of dangerous elements. Education's contributions to culture, he asserted, had to be that of the active and constructive critic, not merely the passive conveyor of an unconsidered heritage.

5. Several speakers stressed that cultural development could not meaningfully be separated from the development of democracy and human rights. The goal of 'culture for all', it was said, implied a democratic environment. Referring to recent political changes in their countries, some delegates informed the Conference of measures being taken to strengthen the teaching of democracy and human rights in the schools. One speaker in fact declared that 'there could be no democracy in the society without a democratic school'.

6. The possible perverse effects of culture on education were also noted, in varying ways and different contexts, by a number of delegates and observers. One observer, for example, asserted that prevailing cultural practices and interpretations would make it impossible to implement many of the provisions of the Universal Declaration of Human Rights in a large number of countries, particularly as regards the rights of women and minorities. Another speaker pointed to the inherent difficulty of teaching particular values and ethics while, at the same time, respecting the plurality of convictions which reign in society.

7. A number of speakers deplored the tendency to present science and technology as being apart from and opposed to culture rather than as an important part thereof. This same dichotomy, it was noted, pertains in education with scientific and technical education seen as distinct from, rather than part of general education. Several delegates emphasized the need to reconceive and reconstruct education in order that individuals would not be forced to choose between being a humanist *or* a scientist, but would be encouraged to become both humanist *and* scientist. It is culture, one delegate insisted, which can link the artificially dissociated domains of education together: the arts with technology, science with poetry and inherited traditions with the creative impulse. He observed that the natural linkage between education and culture had been weakened in most western countries after the Second World War in order to make education the servant of economic development, and both education and culture had been impoverished as a consequence. This linkage, he insisted, must be re-established.

8. More generally, the neglect of culture in schools was deplored by many speakers. One speaker noted that this may be in part a reaction to an earlier concept of education which perceived its role as that of moulding cultivated and cultured gentlemen, with little attention being given to the development of practical skills. But we are now, he continued, in danger of going to the other extreme: to deny culture any role in school and to concentrate instead on utilitarian instruction. Culture, others noted, had been pushed out of the school and was often confined to specialized institutions open only to a small élite. Still others noted that many societies are experiencing a cultural renaissance, but that this has penetrated into schools and educational institutions only to a very limited degree. There was agreement on the need to re-establish the links between education and culture in order that the former could contribute more effectively to the latter while drawing strength and purpose from it. Many delegates observed that the theme of the Conference was especially timely and would provoke a thoughtful reconsideration of the vital interaction between education and culture.

C. Co-ordination of educational and cultural policies

9. Many speakers referred to the mechanisms for co-ordination of educational and cultural policies in their countries. In some countries this co-ordination was achieved by integrating the responsibilities for educational and cultural policies within one ministry at the national level; in others where the central or national government had only limited jurisdiction over education or culture, the responsibilities for co-ordination were decentralized. One delegate suggested that in this area the principle of 'subsidiarity' - to regulate or co-ordinate at a higher level only those questions which could not be decided more easily or effectively at a lower level - was particularly relevant, since there were advantages in leaving the decision-making responsibilities relating especially to cultural activities close to the citizens and private associations who were directly involved and willing to pay for them.

10. Many, if not most, speakers informed the Conference of the policies adopted in their countries towards cultural minorities and of the role assigned to education in ensuring that their cultural identities would be preserved while enabling them to participate fully in the life of the wider society. One delegate, referring to the 77 national languages now taught in the schools in his country including 12 different languages used as the medium of instruction, evoked the metaphor of education as 'a garden where many beautiful flowers bloom'; previous policies apparently had been based on the concept of a 'melting pot' which, he said, had had 'devastating consequences' in the case of many rare languages and the levelling of cultures. Another speaker evoked Mahatma Gandhi's metaphor of the different cultures of humanity showing their faces like the leaves of a big and strong tree.

11. Delegates from a number of developing nations observed that there was often a wide and deliberately created gap between educational systems modelled on those of the colonializing power and designed mainly to provide the clerks and low-level civil servants required by colonial administrations and the cultures of the formerly colonized peoples in which the educational system was immersed. At independence, they explained, it had become necessary to redesign the functioning of the education system and the purposes it served in order to adapt it to the indigenous culture and enable it to meet emerging national needs. The introduction of national languages was cited by several speakers as an essential step in this process. Delegates from recently independent countries observed that this difficult process of adjustment was still under way and represented one of the most important tasks that had to be accomplished in order to increase the contribution of education to cultural development.

12. Several speakers reminded the Conference that 'education' was a broader concept than 'schooling'. Non-formal and out-of-school education, they said, could play a very useful role in contributing to the overall cultural development of a society. Some speakers mentioned that adult education programmes in their countries were extremely active in the cultural domain, in certain cases even compensating for the deficiencies of the regular school system in that respect.

13. Some speakers noted that an awareness of the cultural dimension of education was a necessary corrective to purely quantitative approaches which regarded ever-increasing access to education as a goal sufficient in itself. Qualitative aspects were central in any conception of the role and purposes of education and these aspects could not be formulated without reference to the cultural dimension.

D. Language issues

14. The cultural importance of introducing mother tongues and national languages into educational systems was cited by numerous delegates. Language, it was observed, is the most evident and pervasive manifestation of culture and is often the central point in establishing and maintaining the cultural identity of a people. Hence, policies concerned with culture and cultural identity must be closely linked to the language policies pursued in the educational system. Many delegates referred to their national language policies and goals. Several of them noted that increasing efforts were being made to introduce initial education in the mother tongue of the learners, both in primary schools and adult literacy classes. Others spoke of measures to ensure the wider use of national languages as vehicles not only of literature and history but also of science and technology. The development of technical dictionaries was cited as an example of measures being undertaken to this end. The use of national languages for basic education and international languages for higher levels of instruction, particularly in scientific and technical subjects, was seen as contributing to an unhealthy separation of education from culture and an undesirable division of education into distinct parts, with those perceived as most prestigious being precisely those furthest removed from the national culture.

15. A delegate from an industrialized country referred to the importance his country attaches to maintaining the vitality of four languages, used by cultural groups of very different sizes, and to the essential role of education in this process. Another delegate from a developing nation discussed the need to make wider use of an international language for promoting dialogue between linguistic groups without according a privileged position to any of them and the resulting need to expand instruction in this language. Other delegates cited the need to develop and implement multilingual policies in which initial instruction was offered in the mother tongue, while a national language of wider usage is introduced, at an early stage, as a second language. At more advanced levels of schooling, the national language becomes the language of instruction and an international language is introduced as the 'second' language. Indeed, the majority of presentations to the plenary meetings included references to various aspects of language policy in education.

16. Many speakers stressed the multicultural role of education in their countries in awakening young people to the distinctive features of their own and other cultures. Some speakers used the term 'intercultural' so as to emphasize communication between cultures and the goal of raising the young to be tolerant of other cultures in a spirit of international understanding. In fact the whole question of intercultural communication, in particular the

learning of languages other than the mother tongue, emerged as one of the central themes of the debate.

17. Several speakers, remarking that they came from small and linguistically homogeneous countries, considered that the teaching of foreign languages was imperative in their countries in order to avoid cultural isolation.

E. Points of special concern

18. Several delegates spoke on issues relating to the role or participation of girls and women in culture. For example, one speaker drew attention to the difficulties still facing girls in school in gaining access to science and technology courses, as a result of which gender-based occupational stereotypes were perpetuated in the broader culture. Another speaker referred to gender-stereotyping in school textbooks and the efforts being made by educators in his country to tackle this problem.

19. Many speakers recognized a need to strengthen moral education. Today's education, a delegate emphasized, determines tomorrow's society, for education must shoulder the heavy burden of disseminating and developing culture. Without education, he continued, the cultural bonds of society are weakened and the society's capacity to confront the challenges of the future is imperilled. Moral education, he observed, plays an especially important part in preparing youth for the future and in giving society the sense of solidarity necessary for development hence it should be aimed at developing concern for and empathy with one's fellow citizens, making life more civil and convivial, and giving strength and resilience to the society. Other speakers referred to the breakdown in social relations, to lack of respect for other people and violence towards them. These alarming developments, they proposed, require that educators give more thought and attention to teaching moral and ethical values. The outcome of such efforts, other delegates observed, would depend not only on what was taught, but also and mainly on the manner, attitudes and values with which it was presented to learners.

20. There were numerous references during the debate to both the positive and negative impact of the mass media on culture and the role which education might play to increase the former and minimize the latter. Many delegates noted the use being made of the mass media and audio-visual technologies to bring culture into the classroom and to extend education into the home. The enormous potential of the media was recognized by all who addressed the subject. There was, however, a concern expressed by a number of delegates with the power of international media to displace local culture. The solution to this problem, delegates stated or implied, was to strengthen indigenous culture and one way of achieving this was by ensuring a greater contribution of education to cultural development.

21. More generally, a majority of speakers referred in reference to media or in other ways to the 'internationalization' or 'globalization' of culture. Some were apprehensive, fearing powerful forces leading towards standardization and uniformity. Others applauded the growing awareness among peoples in all countries of the extent to which they shared a common humanity even if the disparities between rich and poor, and between those who were free and those who were suffering or oppressed, remained glaring. Education, it was said, had a crucial role to play along with the media in promoting international solidarity which was an essential prerequisite for tackling problems of a global nature in fields such as the environment and health.

22. The educational role of religions was evoked by some speakers, one of whom suggested that they 'offered a sense of the absolute... giving priority to ethics over technology and the primacy of the person over things'. Many speakers affirmed that education in their countries aimed to inculcate tolerance for persons of different religious beliefs.

23. Several speakers focused on the teaching of history as an area which required particular attention when reviewing the cultural dimension of existing school curricula. One speaker suggested that 'history is to a people what memory is to the individual' and that 'a people with no knowledge of their past would suffer from collective amnesia, groping blindly into the future without guide-posts of precedence to shape their course'. Another speaker, pointing to the sensitivity of history for relations between countries where the hero on one side of the border was an anti-hero on the other side, said that in his country 'we dream of one common history textbook for all countries in the region'. In history, as in all subjects, it was pointed out, teacher education must be a critical component of any viable strategy to reform school curricula.

F. International co-operation in education: a continuing priority

24. Numerous delegates, especially those from the developing regions of the world, referred to the follow-up of the 42nd session of the International Conference on Education (ICE) which concerned literacy and basic education in their countries. Several of them noted the close linkages between the subject-matters treated in the 42nd and 43rd sessions of the ICE. As one delegate put it, in making one literate education serves as part of cultural development, in rendering possible the enrichment of one's perceptions of the world as well as the broadening on one's empathy towards others, thereby facilitating a growth of thoughts as well as feelings. Several others noted that literacy remained their national priority and the focus of their educational efforts as the extension of culture depended, in very large measure, upon the spread of literacy and basic education. Renewed efforts to extend literacy and basic education in the mother tongues of the learners, thereby reinforcing cultural identity, were cited by several speakers. Delegates also expressed frustration at the severe resource constraints and adverse economic conditions which continued to impede the expansion and improvement of basic education and literacy. Some of them cited special programmes they had launched in this area to both reduce the cost and extend the reach of basic education. Other speakers cited critical problems such as the exceedingly difficult conditions under which teachers work and their extremely low and often irregularly paid salaries as enormous obstacles that rendered even the most basic instruction difficult and which, unless corrected, would make it almost impossible for the school to contribute significantly to the development of culture.

25. It was also noted by speakers that this Conference is occurring at the mid-point of the International Decade for Cultural Development. Many of them reviewed the activities that had been undertaken to implement the goals established for the Decade in their country as well as their plans for future action. A number of delegates noted that planned actions were being reduced or delayed because of lack of resources and appealed to the international community for needed support. Two delegates, citing support already received from donor countries, expressed their appreciation for this assistance which had made the launching of cultural and natural heritage projects possible.

26. Many delegates expressed the view that increasing the contribution of education to cultural development, while mainly a responsibility for local and national governments, also called for reinforced international co-operation. The present Conference was seen as a valuable

contribution to this end. One delegate suggested that it was important that wider use be made of the rich collection of materials assembled for the Conference. Other delegates raised the need for wider dissemination of the main conclusions of the Conference and referred with approval to the popularized report prepared on the 42nd session as a model which might be followed. Several delegates proposed that follow-up to the Conference would be facilitated if the recommendations were more focused and more clearly action-oriented. Other delegates and observers mentioned the role that non-governmental organizations are playing in the areas of education and culture and proposed that an expansion of their activities be encouraged. Many delegates also noted the contributions which UNESCO had made to their education system and its continuing efforts on their behalf. Numerous mentions were also made of the value attached to the information and documentation received from the International Bureau of Education.

27. A majority of delegates referred to the state of conflict and crisis existing in many parts of the world. People are being killed, injured, rendered homeless and stateless; their cultural identity and human rights are under attack; cultural monuments and heritage are being destroyed; and access to education and culture endangered or curtailed. To the disparities between North and South have been added those between East and West. Numerous delegates expressed their solidarity with the oppressed people in different countries and occupied territories, their outrage and sorrow at the suffering being imposed upon people and their deep frustration at the difficulty of stopping painful and destructive conflicts. Delegates from two Member States stated that the actions taken against them by the United Nations Security Council were, among other hardships, unjustly preventing the access of their citizens to education and culture.

28. Other speakers stressed that the environment which sustains and nurtures humankind is itself being polluted and degraded. One delegate observed that the most serious threat to culture is the indiscriminate destruction of our planet's ecology and the uncontrolled use of its natural resources. It is, he added, only in harmony with nature that one can develop culture. Others urged that an important part of education's contribution to culture could be the inculcation of more respectful and responsible attitudes to the natural environment.

29. One speaker emphasized how difficult it is to meet the needs and requirements of education in a world beset by uncertainties, instabilities and crises. Many other speakers, noting that many of the world's conflicts are rooted in cultural misunderstanding, mistrust and intolerance, considered that the present state of crisis made the theme of the Conference particularly necessary and pertinent and education for peace an imperative for human survival.

PART II

Education, culture and development: new prospects for interaction for the benefit of the individual and society

Summary of the Commission's discussions

1. Under the chairmanship of Mr Gonzalo Figueroa (Chile), the Commission elected Mr Y.M. Juwayeyi (Malawi) and Mr Jamiruddin Sircar (Bangladesh) Vice-Chairpersons; Ms I. Neu-Altenheimer (Germany) Rapporteur; and Mr Domitien Misago (Burundi), Mr Jean-Pierre Régnier (France), Ms E.A. Lenskaya (Russian Federation), Ms Rosario Duarte de Fortin (Honduras), Mr Ashok Vajpeyi (India) and Mr Faisal al-Salem (Kuwait) members of the Drafting Committee. The chairmanship of the Drafting Committee was entrusted to Mr Domitien Misago.

With the permission of the Chairman, delegates of various countries participated as observers in the work of the Drafting Committee.

2. On the proposal of the IBE Council, the Commission elected the following chairpersons and rapporteurs for the four working groups:

Working Group I	Chairperson:	Mr Erkki Aho (Finland)
	Rapporteur:	Mr Leonard K. Msaki (United Republic of Tanzania)
Working Group II	Chairperson:	Ms Kapila Vatsyayan (India)
	Rapporteur:	Mr Jacques Monnier-Raball (Switzerland)
Working Group III	Chairperson:	Mr Bashir Bakri (Sudan)
	Rapporteur:	Mr W.W. Adamski (Poland)
Working Group IV	Chairperson:	Ms Maria Elizabeth Leegwater-Van der Linden (Netherlands)
	Rapporteur:	Mr Wolfgang Hoerner (Germany).

3. The Commission heard reports on activities and trends in the field of education and culture in Latin America and the Caribbean, Asia and the Pacific, Africa, and the Arab States, presented by the Directors of UNESCO's Regional Offices: Mr J.C. Tedesco, Mr H. Ahmed, Mr A.J. Obanya and Mr El-Atrash. The following topics were highlighted as some of the main activities of the Regional Offices: the promotion of cultural identity respecting minorities; the priority given to basic education in the assertion of cultural identity; mother tongues and the teaching of foreign languages as an introduction to other cultures; international education, which involves education to ensure respect for human rights and education for peace and tolerance; specific cultural traditions in a world of technical and industrial progress; the training and status of teachers; the development of specific curricula combining interactive and innovative methods; the evaluation of innovative projects taking into account the cultural impact on sustainable development; the human dimension of education to enable individuals to play an active part in their cultural environment; education as the basis for all cultural, social and economic development to bring about a more just world.

4. The Commission continued its work in the following Working Groups:

Working Group I	Taking the cultural dimension into account in school curricula
Working Group II	The role of education in the cultural and artistic development of the individual
Working Group III	Cultural development through interaction between the school, the community and society
Working Group IV	Cultural and intercultural aspects of education: a new responsibility for teachers.

5: At the closing session, the Chairpersons of the Working Groups presented the results of their debates orally, reviewing not only their respective themes but also draft amendments to Recommendation No. 78. Some proposals were put forward regarding the preparation of the Conference and its follow-up.

6. The Commission decided not to include the Working Groups' reports in the final report of the Conference. The delegation of France pointed out that it would not consider itself bound by their content. The texts could, however, be circulated on the responsibility of the Chairpersons of the Working Groups.

7. The Commission adopted Draft Recommendation No. 78 as amended by the Drafting Committee with some modifications.

PART III

Preliminary report on the implementation of Recommendation No. 77 adopted by the International Conference on Education at its 42nd session

1. The Chairman of the Commission introduced the meeting related to item 8 of the agenda, relative to the implementation of Recommendation No. 77 of the 42nd session on literacy education, by calling the attention of delegates to document ED/BIE/CONFINTED 43/4, containing an analysis of the replies of Member States to a questionnaire circulated by the IBE on the follow-up to the above-referenced recommendation. He then invited the representative of the Director-General, Mr Victor Ordoñez, to explain the purpose and goals of the session.

2. The representative of the Director-General informed the Commission of UNESCO's urgent concern to sustain the momentum of the Education for All Movement launched at the World Conference on Education for All in Jomtien, Thailand, in March 1990. He explained that the purpose of the present working session was to learn of the views and experiences of the Member States in their efforts to achieve education for all and to have their recommendations as to measures that might speed their progress towards this vital goal. He informed the Commission of recent steps taken to strengthen international support to the education for all initiative, including the expansion of the steering committee of the Education for All Forum to include, in addition to the four original sponsors of the Conference (UNESCO, UNICEF, United Nations Development Programme and the World Bank), a number of additional partners actively engaged in the follow-up of the Conference. This, he noted, is in keeping with the intent and spirit of the Jomtien Movement which called for enlisting the support of new partners to speed progress towards education for all.

3. This report includes a number of the highlights of the discussion which ensued in the Commission. All of the delegates who spoke emphasized their firm belief in education for all as an essential human right and a development imperative. They noted that despite competing priorities and, in many cases, a serious lack of resources, their commitment to achieving the goals set forth at the Conference on Education for All had not wavered. Several noted, however, that making progress in education requires adequate resources as well as a strong political will. Unfortunately, while the latter was present, the former was often severely wanting. They also observed that time was running out. Only seven years remain before the year 2000 arrives.

4. A majority of speakers briefly informed the Commission of their national targets for 'education for all' by the year 2000. Broadly speaking, the targets were defined in terms of access to primary education and elimination of illiteracy among adults. Several speakers referred to the process of review and definition of 'education for all' targets, for example, in the form of round tables and strategic planning workshops, which had taken place in their countries since Jomtien. In some countries it still remained a challenge to achieve universal primary education, while in others this goal had been attained, at least from a purely quantitative standpoint, but the quality of education and 'the level of learning' (in the words of one speaker) remained low. Elimination of illiteracy continued to be a major challenge in most countries despite increasing enrolment in primary education. A majority of speakers anticipated some progress in reducing the rates of adult illiteracy by the year 2000. Several speakers highlighted particular target groups which represented difficult challenges, notably girls,

children living in rural areas, children of nomads and children with special educational needs. The latter two groups, in particular, were singled out by one speaker as areas where co-operation with external agencies would be desirable.

5. Many speakers emphasized the current concern in their countries over the quality of basic education, and reported on measures being taken to ensure that curricula, textbooks and learning materials were appropriate for the needs of the target groups. Most speakers reported positively on the progress being made towards the achievement of education for all goals, even if in some cases this apparently has been slower than was originally hoped for. For example, one speaker mentioned the specific problem of the distances the children had to travel in order to attend school; tackling this problem had proved to be more difficult than had been anticipated. Non-formal mechanisms and approaches were mentioned in many of the experiences reported, although one speaker expressed disappointment at the apparent lack of readiness of donors to fund project proposals in this area. Several speakers reported on stepped-up efforts in the area of adult education, and one speaker in particular stated that the 'campaign' approach was being discarded in favour of strengthening the regular adult education services so that they could provide sustained educational support for the adult population.

6. There was a consensus on the need to continue and strengthen inter-agency co-operation at the regional and international levels in implementing the goals established in Jomtien. UNESCO was urged to play a leading role to this end. In general, delegates considered that basic education and literacy had achieved high visibility following the World Conference on Education for All and the International Literacy Year, both of which took place in 1990. Indeed, one delegate referred to education as the 'Cinderella' of development agencies.

7. Several delegates suggested that UNESCO could play a key role by serving as 'broker' between developing countries seeking to fund projects and donor agencies looking for projects which merit support. To do this, it was suggested that UNESCO would have to be able to inform agencies in developing countries of donor requirements and effectively follow up with donor agencies on projects submitted to them in accordance with their requirements. One delegate observed there was a need for clarifying priorities. She noted that while the important and essential role of non-formal education is widely recognized, many donors still remain reluctant to fund it. Reference was also made to the important role that non-governmental organizations can play in assisting Member States to achieve education for all.

8. Delegates suggested numerous ways in which progress towards education for all could be accelerated: increased financial support from donors, the provision of paper, books and teaching materials; training of key staff and assistance in the in-service training of teachers; and provision of technical assistance in areas such as monitoring and evaluation. It was also stressed that UNESCO must continue, in every way possible, to ensure that education for all remains high on the agenda of international agencies and donor countries.

9. In response to a question raised by the Chairman, one delegate suggested that in preparing future reviews of the follow-up to Recommendation No. 77, or other recommendations, it would be preferable if the analysis were presented on a regional basis and preceded by essential information on the situation in the region.

PART IV

Recommendation No. 78
to ministries responsible for education and culture concerning the contribution of education to cultural development

The International Conference on Education (ICE), convened by the United Nations Educational, Scientific and Cultural Organization, meeting in Geneva at its 43rd session, held from 14 to 19 September 1992,

Convinced of the primacy of the human being, not only as an agent but also as the ultimate goal of any development and, for this reason, of the need to promote personal self-fulfilment in all its dimensions, particularly through wide access to culture and education,

Mindful that the Constitution of UNESCO, adopted on 16 November 1945, affirms that the Organization's purpose is to give fresh impulse to popular education and to the spread of culture and to preserve the independence, integrity and fruitful diversity of the cultures and educational systems of its Member States,

Recalling that the Universal Declaration of Human Rights, adopted by the United Nations on 10 December 1948, proclaimed the right of each person freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits (Article 27),

Also bearing in mind the Declaration and recommendations adopted by the World Conference on Cultural Policies (Mexico City, Mexico, 1982), the Declaration of the Principles of International Cultural Co-operation adopted by the General Conference of UNESCO at its fourteenth session (Paris, France, 1966) and the United Nations Convention on the Rights of the Child,

Recalling Resolution 41/187 of the United Nations General Assembly which declared the period from 1988 to 1997 as the World Decade for Cultural Development, with a Plan of Action organized around four major objectives: acknowledging the cultural dimension of development; affirmation and enrichment of cultural identities; broadening participation in culture; and promotion of international cultural co-operation,

Stressing that the strengthening and enriching of cultural identities is one of UNESCO's major objectives, as shown by its third Medium-Term Plan (1990-1995), and that at the same time it is through dialogue and cross-fertilization among various cultures that these identities can be enriched to achieve a culture of international understanding and peace,

Recalling the 'Earth Charter' and other documents adopted by the international community at the United Nations Conference on Environment and Development (UNCED) (Rio de Janeiro, Brazil, 1992),

Recognizing the fundamental role of education in development, including cultural development; ***also recognizing*** the importance of education for international understanding, co-operation and peace, education relating to human rights and fundamental freedoms, as well as environmental education, in order to emphasize humanist values,

Taking into account the cultural aspects of education for all and of literacy, emphasized by both the World Conference on Education for All (Jomtien, Thailand, 1990) and the 42nd session of the ICE (Geneva, Switzerland, 1990),

Aware of the far-reaching changes that have recently occurred in the world and of the impact that these changes may have on the renewal of values and educational reforms in the context of the twenty-first century,

Agrees *that, in the light of international thinking, the following frame of reference should serve as a support for measures to be taken at the national and international levels:*

1. **Culture**: The definition adopted by the World Conference on Cultural Policies (Mexico City, 1982) considered culture as 'the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group'. It includes modes of life, traditions and beliefs, the arts and letters, while incorporating in its value system the fundamental rights of human beings. The culture of a country is not confined to scholarly culture, but also includes popular culture. It is not restricted to the heritage, but is enriched and developed through both creativity and memory. A living culture cannot be inward looking; exchanges make it fertile. Lastly, scientific culture plays an increasingly important part in human culture, to which it helps to give a universal foundation.

2. **Development**: Means both evolution and a change of status, progress and enrichment or self-fulfilment. It is measured neither exclusively nor primarily by the increase in the quantity of possessions and therefore can neither be confused with, nor reduced to, material growth. Development should be measured both by the enrichment of human beings and by the improvement to the quality of their lives that it brings. Nowadays, it is recognized that the cultural dimension is an indispensable ingredient in any socio-economic, technological, scientific or other development policy.

3. **Cultural development**, as a dynamic process, means the enriching of culture, the strengthening of forms of cultural expression and making culture available to everyone by promoting wide-ranging participation and creativity through appropriate means in a spirit of mutual respect and tolerance.

4. **Education**: The setting in motion of a process of all-round development of human beings, taking place throughout life and aiming at complete personal fulfilment in intellectual, physical, emotional, moral and spiritual terms. The task of education is not only to transmit knowledge, know-how, values, and other components of the cultures to which individuals belong, but also to foster creativity together with independence. By developing receptiveness and acumen, it increases the capacity of individuals to enrich, in turn, both their own and other cultures. It also contributes to the better integration of the individual into cultural, social and economic life, and hence to the training of the human resources on which all development, whether spiritual or material, depends.

Education, however many forms it may assume, has to maintain a dynamic interrelationship with culture. In order to perform its role efficiently as an agent of cultural development and better prepare individuals for life in a society that is being enriched by different cultures, education needs freedom of expression, freedom of participation, free exchanges between people, scientific knowledge and cultural creativity. Education requires equal access to the

learning process and a democratic cultural life; at the same time, it is one of the most important means of creating and improving that life.

5. **Cultural education**: This expression covers: (a) an introduction to knowledge and appreciation of the cultural heritage and an introduction to contemporary cultural life; (b) familiarization with the processes by which cultures spread and evolve; (c) recognition of their equal dignity and the indissoluble link between cultural heritages and contemporary culture; (d) artistic and aesthetic education; (e) training in ethical and civic values; (f) media education; and (g) intercultural/multicultural education.

6. **Interculturality/multiculturalism**: These terms mean knowledge and understanding of different cultures and the establishment of positive relationships of exchange and mutual enrichment both between the different cultural components within a country and between various cultures throughout the world. Having regard to the wide variety of factors specific to the present-day world, modern societies are, to varying degrees, having to contend with the multicultural phenomenon.

Given this trend towards increased cultural diversity, multiculturalism means going beyond both assimilation and the passive coexistence of a multitude of cultures to develop self-respect as well as respect for and understanding of the cultures of others.

7. **Intercultural/multicultural education**: Intended for all pupils and citizens, this education is designed to promote respect for cultural diversity and mutual understanding and enrichment. A true approach to such education should not limit itself to providing supplementary content, or be confined to peripheral school activities or to certain disciplines, but should permeate all teaching and the whole educational structure. This education involves the joint responsibility of educationists and all the other partners involved, including the family, cultural establishments and the media. It is commonly understood to include programmes, courses or events for all learners that, in an educational context, promote respect for cultural diversity and enhance understanding of the cultures of various identifiable groups. In addition, it furthers integration and school achievement, promotes international understanding and makes it possible to combat all forms of exclusion. The aim should be to move from an understanding of the culture of one's own people to an appreciation of the cultures of neighbouring peoples and, ultimately, of world culture.

8. **Science, technology and culture**: The progress of all societies is profoundly marked by science and technology whose development is strongly influenced by social and cultural factors. In order to be truly free and less subject to constraining factors arising from their natural and social environments, people need science and technology. But, to be liberating, scientific and technological culture has to be linked to, ethical and humanistic values. The end goal remains the self-fulfilment and future of humanity, in other words of each and every one of the people forming the human community.

***Considers** that the following strategies and measures should be taken at national level:*

9. **The co-ordination of educational and cultural development policies and strategies with those of development**: Member States are invited to strengthen this co-ordination. In order to link education and culture more closely with each other and with development, educational and cultural policies in Member States can be drawn up and implemented with the participation and co-operation of other institutions of society contributing to cultural and

socio-economic development. These policies may be based on the following considerations: (a) increased co-operation between formal and non-formal educational establishments and cultural institutions; (b) the development of the participation of staff from cultural institutions in the educational process; (c) the broadening of the network of cultural institutions co-ordinated with an improvement in the initial and in-service training of the network staff; (d) an increase in educational programmes broadcast by the media; (e) the taking into account, when allocating public and private resources, of the reciprocal needs of education and culture.

10. **The place of the school in the promotion of culture:** In order to be able to better satisfy the demands of contemporary society and to respond to the challenges of the twenty-first century, the school must open up to its social, economic and cultural environment and become a place for fruitful dialogue, broadening its horizon to cover the cultures of the world, whether regional, national or local. In addition to developing intelligence and the abilities of observation, critical reasoning and problem-solving, the school should seek a balance between the intellectual and analytical abilities and the emotional, spiritual and moral qualities of learners. It should be more open to the needs of the community and of the whole of society.

11. **Development of interdisciplinary and co-operative activities**: The teaching of the various disciplines should give rise to interdisciplinary and co-operative activities conducive to cultural and intercultural education. To ensure closer integration of cultural, intercultural and interdisciplinary practices, schools will find it useful to adopt a project approach. The purpose of a project is to encourage teamwork with a view to achieving common objectives. Teaching could be made more effective by organizing co-operation with artistic and cultural partners through twinning arrangements between educational and cultural establishments.

12. **The cultural and intercultural dimension in curricula**: It is essential to recognize the role of culture as the foundation on which the content of education is built. The syllabuses of various disciplines, including scientific and technological ones, should therefore be prepared with the participation of specialists in cultural and educational specialists as well as anthropologists, sociologists, psychologists and others.

13. **Introduction to an understanding and appreciation of the cultural heritage**: The educational presentation of the cultural heritage, which is based on materials such as textbooks, guides and audio-visual documents, should be accompanied by collaboration with cultural institutions, visits to cultural establishments, sites and monuments, and practical activities. This presentation forms the cultural substrate upon which each people founds its own identity and the contribution it makes to human civilization. Appreciation of the cultural heritage should prompt pupils to ask questions that transcend the mere physical dimensions of the cultural product and touch upon the symbolic value and meaning of that heritage in the relationship it bears to the present-day world and universal values.

14. **Teaching and languages:** The choice of one or more languages, the mother tongue or a national or foreign language, as a separate subject or as a medium for studying other subjects is determined by the educational and cultural policy of each country. When choosing the language of instruction, in particular at the level of basic education, account should be taken both of the efficiency of the educational process and the right of individuals and various ethnic groups to preserve their cultural identity, of which their language is one of the most important vehicles. The views of these groups should be taken into account, as far as possible, in decisions concerning them. It is desirable that the education system, particularly through out-of-school cultural and educational activities, should contribute to the preservation and

development of minority languages, particularly unwritten ones. In this context, research should be carried out in such fields as educational science, linguistics, anthropology and history, and the preparation of teaching materials in the mother tongue should be encouraged.

15. **History teaching:** While aimed at imparting a critical knowledge of one's own culture, such teaching should also seek to promote awareness and appreciation of other contributions to national and global civilization. History teaching should include elements concerning the development of universal culture, thought and creativity and should avoid a presentation exclusively in terms of power conflicts and confrontations. The study of religions in a spirit of tolerance could be one of the components of studies of cultural creativity. On the basis of research findings, the authors of history textbooks and history teachers should strive for the greatest possible intellectual rigour in transmitting historical knowledge to schoolchildren and seek to avoid over-emphasizing subjects that have led to confrontation between communities. When teaching different disciplines, a proper place should be reserved for the history of scientific and technological development in the context of overall socio-cultural development.

16. **The commemoration of historical events:** Commemorations, such as that of the Five-Hundredth Anniversary of the Encounter between Two Worlds (1992), the fortieth anniversary of the Bandung Conference (1995), the fiftieth anniversary of the signing of the Charter of the United Nations (1995) and the fiftieth anniversary of the adoption by the United Nations of the Universal Declaration of Human Rights (1998), should be an opportunity for teachers to encourage their pupils to consider the mutual benefits, the interaction and the complementarity of cultures and the contribution made by all peoples to global civilization.[1]

17. **Preschool education**: Taking into account the critical importance of early childhood in the overall development of the human being, during which cultural and moral aspects are essential, the network of pre-school educational establishments should be broadened, backed up with initial and in-service teacher training and staffed with well-trained educators, psychologists and socio-cultural organizers. Taking the environment into account, the school is also invited to co-ordinate its activities with those of the family, helping it to adopt a better education for its children by means of a well-thought-out policy of lifelong education. In school and in the family, the greatest attention should be paid to health education.

18. **Aesthetic and artistic education:** This form of education should aim not only at the fulfilment of the personality and an openness to other perceptions, but also at the development of aesthetic and artistic appreciation, as well as the stimulation of creativity. There should be more of this education at different levels of study, more emphasis on its cognitive effects, particularly through an interdisciplinary approach, and an enhancement of its academic significance.

Artistic education should promote access to a variety of cultural events, be they of local, national, regional or universal scope, encouraging appreciation of the diversity of values and meanings inherent in them. It could constitute a stage in further training for the artistic professions. It is important to provide young people with opportunities to participate in artistic and cultural activities by themselves as well as to be acquainted with them. Adequate teacher training in aesthetic and artistic disciplines should also be provided. Cultural institutions and non-governmental organizations concerned with cultural affairs should make their resources

1. As requested by the Conference, the Secretariat has finalized this paragraph by adding to it several examples of historical events.

available as widely as possible to the school and to the community in order that their educational vocation can thereby be strengthened.

19. **The development of ethical and civic values:** The education system should assume a fundamental role in ethical, civic and moral training, complementing that played by the family. Together with other institutions, it should contribute to the promotion of human rights, the development of democratic behaviour and the affirmation of the values that have become more necessary than ever in modern times, such as respect for human dignity, tolerance, dialogue, solidarity and mutual support. In order to develop these qualities, teachers should participate with their pupils in solidarity and assistance for the sick, deprived or socially underprivileged people, the elderly and disaster victims; pupils could also act as organizers for educational, sports and other activities intended for younger pupils and children not enrolled in school. It is important to present learners with examples of moral behaviour in keeping with the above-mentioned values. In the teaching of science and technology, particular attention will be paid to ethical aspects and behaviour.

20. **An introduction to the major problems of the contemporary world:** In order that learners have a better grasp of the political, social, cultural, economic, demographic, environmental and other issues of modern societies and to improve their ability to cope with them, teachers should be trained to handle and provide information in the teaching process and explain their historical background, evolution and consequences while helping the learners, both youngsters and adults, both in the formal and informal structure, to forge a personal opinion. It is important that each learner does not remain indifferent to events taking place outside his/her country or region, but develops a feeling of solidarity and joint responsibility for the world's common problems. The mass media can be useful instruments to reach this goal.

21. **Developing attitudes in favour of environmental protection:** The formal and non-formal educational process should make young people and adults aware of environmental problems and the accelerating damage to the natural and cultural environment. The education system should also inculcate in learners a sense of responsibility, develop in them a new pattern of behaviour enabling them to make a personal contribution to environmental conservation and improvement, and make them aware of certain questions such as the production, processing and transfer of toxic waste and their ecological and cultural consequences.

22. **Access to education and cultural life by people who are disadvantaged or who have disabilities:** Public authorities and other responsible bodies should adopt the necessary measures to ensure access to education and cultural life and guarantee equality of opportunity for socially or economically disadvantaged people, the elderly, as well as people with mental or physical disabilities. Social, physical and attitudinal barriers that restrict full and equal participation in educational and cultural programmes should be eliminated.

23. **Cultural development through interaction between the school, the community and society:** Since it forms part of the local community, the school should, prepare pupils to participate in the socio-economic and cultural life of the community and act as a centre for community educational and cultural activities. In order for the school to become a useful instrument of communal integration, particularly in rural areas, a process of consultation and agreement should take place between the educational authorities and all other partners: parents, local authorities and associations, business enterprises and cultural institutions, which should help schools to step up their cultural activities in favour of the community.

24. **The role of the education system in relation to women and girls:** There should be genuine equality of opportunity for girls and boys as regards access to education, the pursuit of their studies and their choice of education and a career. Women play a key role in the transmission of cultural and moral values. In the field of adult education, the education system must find the means to organize activities for both genders related to literacy, general culture, basic pedagogical knowledge and civic, health and sports education; these activities should lead, among other things, to the relinquishing of certain traditional practices harmful to both the health and dignity of women and girls.

25. **The educational role of the media:** The ever-increasing part played by the media in human life requires that their use for educational purposes should be both extended and improved. For this purpose, those in charge of the media, both public and private, in collaboration with educational and cultural institutions, are invited: (a) to give greater prominence to and to diversify their educational and cultural programmes intended for various kinds of learners and for the public in general, and to ensure that these programmes are of a suitable educational quality; (b) to make available to schools and non-formal educational centres the necessary teaching and other materials required for media education.

26. **Media education:** For its part, the education system should give greater prominence to media education. This form of education could be assigned a double function: (a) creating a better understanding of the role, functioning and effects of the media on individuals and on society, and on the development of the capacity to interpret independently and critically the message conveyed by the media; (b) as an educational tool designed to improve the quality of teaching.

27. **Associated Schools:** Many significant innovations in the integration of cultures into the learning process have been introduced through UNESCO's Associated Schools Project (ASP) and other projects. Education authorities should increase their support to such projects. It is desirable that these schools work in collaboration with educational research institutions and universities in order to give their innovatory experiences a solid theoretical grounding. The findings of such co-operation should be made available to the teaching profession as a whole in order to enhance the multiplier effect of innovative projects.

28. **The role and training of teachers:** In the promotion of the contribution of education to cultural development, the teacher plays the most vital and unique role. In this context, a true sense of commitment on the part of the teacher is very necessary. Thus, his or her services should be recognized and appreciated by the community.

The cultural dimension should be taken into account in pre-service and in-service training for all teachers. One of the aims of this training should be to give them a broader and deeper knowledge of cultures in their wide variety, both within the country and in the world. Teacher training should also take into account the importance of media, technology and environmental education. It should also provide him/her with the skills to incorporate pupils from non-dominant cultures into the learning process. Intercultural and/or multicultural education require special skills related to their innovative character. They call for appropriate teaching methods that take into account, with intelligence and tact, the heterogeneity of its intended beneficiaries. It also requires appropriate assessment procedures. A command of methods and techniques of observation, listening and intercultural communication, a command of more than one working language where appropriate and some notions of anthropological analysis should enable teachers to better carry out their professional functions within the complex reality of a plurality

of cultures. This training should have the support of educational and cultural research centres, of cultural and higher education establishments, and of the media. Whenever possible, it should take advantage of local cultural resources.

Considers *that regional and international co-operation should be strengthened in the following areas:*

29. **Action for co-operation at the regional and subregional levels:** Bearing in mind the specific characteristics of each region and subregion, the co-operation at these levels in respect of the contribution to cultural development could, concentrate on: (a) teacher training; (b) pedagogical research, in particular through the launching of pilot projects.

30. **Action to promote intercultural/multicultural education:** To achieve better mutual understanding among various cultures, it is vital that national, regional and international authorities encourage among countries: (a) exchanges of pupils, children, young people, teachers, youth leaders, researchers, and specialists in the fields of culture and training programmes abroad; (b) exchanges between schools and youth organizations; (c) learning of modern foreign languages; (d) exchanges of teaching and audio-visual materials, scientific equipment and educational research programmes; (e) the promotion of educational and cultural programmes of general interest. In order to promote these activities, the above-mentioned authorities could make use of UNESCO's networks.

31. **External aid to promote intercultural/multicultural education:** In the framework of development aid, Member States, international agencies and other institutions concerned should increase and better co-ordinate their aid to promote the cultural and intercultural aspects of education, particularly at the level of basic education, giving special attention to cultures facing occupation, oppression or annihilation, ensuring their protection, free expression and cultural development.

32. ***Recommends*** to UNESCO, in co-operation with the relevant IGOs and NGOs, and with a view to ensuring that greater emphasis is placed on the cultural and intercultural aspects of education, that it:

(i) increase, through an intersectoral and multidisciplinary approach, projects and programmes concerning the fields in question; and accord priority to the role of education in cultural development in the next Medium-Term Plan;

(ii) encourage the collection, analysis and distribution of information and experiences concerning innovations in cultural and intercultural education, including those concerning the Associated Schools Project;

(iii) stimulate the development of quality criteria for intercultural/multicultural education;

(iv) provide support for the efforts made by national education systems to promote intercultural education and related research, and likewise provide support for the review, production and dissemination of teaching materials for intercultural education, including history textbooks (also on the history of science and technology), and for teacher training;

(v) draw the attention of the Intergovernmental Committee of the World Decade for Cultural Development, the World Commission on Culture and Development and the International Commission on Education for the Twenty-First Century to the reflection on the contribution of education to cultural development that took place at the 43rd session of the International Conference on Education.

33. ***Recommends*** to the International Bureau of Education, particularly in the framework of preparatory activities for the 44th session of the ICE (1994), that it carry out a comparative analysis of those aspects of educational reforms dealing with cultural and intercultural education and international education, and prepare a comparative study on the experience of the Associated Schools and other innovatory educational establishments in this field. The IBE will contribute to the follow-up to the present Recommendation by, among other things, an analytical and evaluative presentation of the national reports which will be presented to future sessions of the ICE.

34. ***Invites*** Member States to take into account the present Recommendation when adopting their educational and cultural policies and to provide information concerning its follow-up and application in the national reports that they will prepare for future sessions of the ICE.

Adopts on 19 September 1992 and submits for consideration by the ministries responsible for education and culture and other appropriate authorities and agencies in Member States, and to the institutions within the United Nations system and intergovernmental and non-governmental organizations concerned, Recommendation No. 78.

ANNEX I

Agenda

1. Opening of the Conference

2. Election of the Chairman

3. Election of the Vice-Chairmen and Rapporteur of the Conference

4. Adoption of the agenda (ED/BIE/CONFINTED 43/1)

5. Organization of the work of the Conference (ED/BIE/CONFINTED 43/2)

6. Education, culture and development: co-ordinated policies and strategies (plenary theme) (ED/BIE/CONFINTED 43/3/Plenary)

7. Themes of the Commission

   7.1 Taking the cultural dimension into account in school curricula (Working Group I) (ED/BIE/CONFINTED 43/3/GT I)

   7.2 The role of education in the cultural and artistic development of the individual (Working Group II) (ED/BIE/CONFINTED 43/3/GT II)

   7.3 Cultural development through interaction between the school, the community and society (Working Group III) (ED/BIE/CONFINTED 43/3/GT III)

   7.4 Cultural and intercultural aspects of education: a new responsibility for teachers (Working Group IV) (ED/BIE/CONFINTED 43/3/GT IV)

8. Preliminary report on the implementation of Recommendation No. 77 concerning literacy education adopted by ICE at its 42nd session (Commission) (ED/BIE/CONFINTED 43/4)

9. Adoption of Recommendation No. 78 addressed to the ministers of education and culture (ED/BIE/CONFINTED 43/5 (prov.))

10. Adoption of the final report

11. Closure of the Conference

ANNEX II

Opening address by H.E. Mr Arjun Singh, Minister of Human Resources Development, and Head of the Delegation of India

Mr Federico Mayor, Director-General of UNESCO,
Distinguished Heads and Members of Delegations,
Mr Director of the International Bureau of Education,
Ladies and Gentlemen,

I am privileged to chair this inaugural meeting of the 43rd session of the International Conference on Education. I welcome the eminent persons and intellectuals from the world of education and culture who have gathered here today. This session of ICE offers an opportunity to focus on the essential role of education and cultural development in this period of momentous change.

Since this Conference met two years ago, the post-World War political landscape has irreversibly changed. There has been a positive movement towards peace, a deceleration in the arms race and avoidance of a nuclear catastrophe. We need to interpret these developments not merely within the narrow confines of an exclusionist political or intellectual framework; they are to be perceived as part of the historical progress of human civilization towards a more just, equitable, humane and rational order.

Our assembly here in Geneva is a testimony to the fact that multilateralism forms the basis of the emerging international order. The International Bureau of Education, with its historical legacy going back to the League of Nations, is a manifestation of this continuing effort towards multilateralism. Given its past achievements, the IBE is in a unique position to contribute to the global intellectual and cultural evolution.

It is a tragedy of our time that the process of democratization has also released forces of violence, ethnic strife and cultural and religious intolerance. In this situation there has emerged a greater need for us to use education and culture as media to purvey the message of multi-cultural coexistence and the underlying socio-religious unity of mankind. Respect for pluralism must be our abiding commitment. Coming as I do from the land of Gautama Buddha and Mahatma Gandhi, I firmly believe that the respect for pluralism comes from tolerance for the other point of view and a regard for the sanctity of the ideals and beliefs of each individual and group. If divisive forces gain ascendancy over cohesive forces we would bequeath to the future generations only a world ridden with strife. We should not let this happen. We should disprove the prophets of doom who predict that movements of rage, ethnic conflict and the politics of religious fundamentalism seem likely to dominate the near future.

Education can implant the seeds of tolerance and understanding of different cultures in young minds during their formative years. And such lessons well taught and well imbibed at a young age can last long and can work as an antidote to the vitriol of obscurantism and socio-cultural schism. Also, the introduction of specialized courses on peace and development, world cultural histories, and human rights and development, among others, can go a long way in

disseminating heightened awareness of one unifying culture, amidst the prevailing diversity and differences. In public as well as private conduct we need to uphold Voltaire's declaration 'I disapprove of what you say but I will defend to the death your right to say it'.

Education must contribute to the quality of cultural development of society. Since culture encompasses, *inter alia*, the internal creativity of human beings, education with a cultural dimension can open up a wide horizon, and by introducing a wealth of fresh ideas can make the future members of the emerging global society more productive and versatile. Literature, music, visual arts, sculpture and theatre etc., would flourish more when backed with learning and education.

The theme of this 43rd session - the contribution of education to cultural development is therefore significant and timely. Our Conference takes place at a time when we are in the process of undertaking a mid-term review of the proclamation by the United Nations General Assembly of the period 1988-1997 as the World Decade for Cultural Development. The inextricable linkage between education and cultural development and their concomitant relationship have to be fully analysed and comprehended to render education more relevant and acceptable as a viable tool to preserve the cultural ethos, foster cultural development and promote global cultural understanding.

Deliberate and systematic effort needs to be made to integrate the cultural component into education, so that we can inculcate an urge for creativity and a sense of aesthetics in youth. This could make a major contribution to improving the quality of life of our people. The human being is both the driving force as well as the beneficiary of the process of development. Hence, the cultural requirements of society should also be met through developmental policy. I may add that understanding and appreciation of one's own culture is a prerequisite for an ability to understand the multifarious manifestations of the cultural expression in our world through word, image or action.

Ladies and gentlemen, the task of bringing millions of illiterates within the ambit of the educational system is still a daunting challenge before us. The last two decades have witnessed a significant expansion of formal education throughout the world. Gross and net enrolments have increased, particularly in the developing countries. The latter part of this century has witnessed a vast movement towards the democratization of educational opportunity at the global level. The absolute number of illiterates has gone down. However, there are still millions of young people between the ages of six and eleven - a majority of them girls - who remain without schooling. Our unfinished task, however, can be made easier if the education curriculum relates directly to the cultural milieu of its recipients and is not seen as something alien and irrelevant. The ultimate objective of education is to facilitate the all round development of a human being and since human beings are essentially cultural beings and a product of their socio-cultural surroundings, the nature of educational training has to be in consonance with their cultural background. Traditional art forms like folk theatre and music have already been successfully harnessed for creating a demand for literacy, particularly adult literacy. It would be necessary to further integrate art and culture into various components of the educational process.

Recommendation No. 77 adopted at the 42nd session of the ICE in 1990 has focused on the theme of the struggle against illiteracy and providing educational for all. These recommendations were adopted following the convening of the historic Jomtien Conference on Education for All and proclamation of the year 1990 as International Literacy Year. The

recommendations remain equally valid today. Our efforts at this 43rd session should be to take stock of the situation and ensure that UNESCO continues to play a lead role in this regard.

Distinguished delegates, standing on the threshold of the twenty-first century, let us as educationists and policy-makers resolve to create a world where there is greater harmony and where all individuals have the opportunity to fulfil their creative potential and can contribute to the educational, cultural as well as economic development of their environment. I hope that the next few days of deliberations will lead to action-oriented recommendations which will guide the decision-makers and Member States in integrating the crucial aspect of cultural development in the content and process of education. I am confident that the 43rd session of ICE will make a valuable contribution to achieve the desired goals. I offer you my best wishes for success in your work.

ANNEX III

Opening address by Mr Dominique Föllmi, State Councillor, Head of the Public Education Department of the Republic and Canton of Geneva, and Head of the Swiss Delegation

Mr Chairman,
Your Excellencies,
Mr Director-General,
Mr Director of the International Bureau of Education,
Distinguished Ministers,

It is my honour to welcome the ministers, vice-ministers, ambassadors and senior officials to Geneva and to greet the delegations taking part in this 43rd session of the International Conference on Education.

I hope that our city will do everything possible to make your stay a pleasant one.

In the next five days, you will have an opportunity to take up and examine in depth a large number of topics revolving around the linkage between education and cultural development.

It is not my intention to discuss one or other of these themes in my opening remarks. I should, however, like to make a number of general observations about the importance of culture as an in-built feature of human beings in their relationship to time and space and to one another.

To use a metaphor from the vegetable kingdom, plants have their roots in the soil from which they draw their sustenance and life; yet plants drawing on the same source can, like mistletoe, exert a harmful, parasitic influence or else, like apple trees, prove beneficial.

The same is true of culture whose spiritual sustenance nourishes the child from birth. Through the medium of the family, friends and, above all, school, boys and girls are imbued with and shaped by words, ideas and beliefs.

From early childhood onwards, the positive aspect of the culture is instrumental in forging identity, strengthening the sense of belonging, fostering assertion of the self and singling out differences.

Unfortunately, there is another side to culture, one that fuels xenophobia - the hatred of others - and ethnic or tribal war, with its determination to destroy others.

This is the destructive culture of intolerance, the rejection of those who are different, the culture of exclusion.

The fundamental role of education in a world where values can prove more destructive than weapons is to contribute to a form of cultural development which will sustain billions of human beings, and provide them with an underpinning and inner consistency, and which will

also equip them with the means to resist technologies that are equally capable of enslaving the people using them as of working for their benefit.

From this point of view, the contention that peace is primarily inculcated by education, even before people start sitting round the negotiating table, is only an apparent paradox, inasmuch as it takes account of the cultural dimension with due respect for both oneself and others, for we ourselves cannot live without others.

It only remains for me to wish you success in your work. I hope that every participant and delegation will leave with the firm conviction that their words have been heeded and that they have worked to advance the idea of culture as a constructive force.

ANNEX IV

Opening address by Mr Federico Mayor Zaragoza, Director-General of UNESCO

Suppose that the history curriculum, alongside the litany of conflicts, iniquities and wars, made a greater effort to bring out the other side of history - its hidden face of perspicacity, generosity and honour? And suppose that the media too placed greater emphasis on news about open-mindedness, peace and understanding? Or if 'other people' were more frequently presented as a cause for rejoicing rather than a source of concern? Would this be wishful thinking or unwillingness to face facts? I think not. With Léon Blum, I believe that 'realism, in the deepest sense, is the only true idealism. The ideal cannot be sought outside reality. It resides in life; it is life itself; it is belief in beauty and justice; it is the resolute will to bring forth the best in people and the best of worlds'.

Mr Chairman,
Ministers,
Ladies and Gentlemen,

I am happy to inaugurate with you the work of the forty-third session of the International Conference on Education and it is with great pleasure that I greet Mr Dominique Föllmi, Head of the Swiss Delegation and Councillor of State for Public Education of the Republic and Canton of Geneva. Through him I should like to express my cordial thanks to the federal authorities of Switzerland and to the authorities of the Republic and Canton of Geneva for the hospitality that they have long extended to this Conference.

I welcome the presence of so many delegates of Member States and I hope you will allow me to make special mention of the representatives of the countries recently admitted to membership of our Organization, whom we are delighted to see in our midst.

I also wish to express my satisfaction at seeing so many representatives and observers from non-Member States, liberation movements, organizations of the United Nations system and intergovernmental and non-governmental organizations among us again.

My thanks also go to Ms Ruth Lerner de Almea, President of the IBE Council, for her concern to ensure that the IBE fulfils its responsibilities for education throughout the world and to give it the fresh impetus that our day and age require.

Ladies and Gentlemen,

The decision of the International Conference on Education to focus the work of this session on education and culture is meaningful for a number of reasons.

In the first place, this session fits into the framework of the World Decade for Cultural Development. It will be recalled that in 1982 the World Conference on Cultural Policies highlighted in its recommendations and in the Mexico City Declaration the connection between education, cultural development and the cultural dimension of development. The first objective

of the Plan of Action for the Decade refers explicitly to the contribution of education to cultural development. So I can only welcome the boost your work will give to the implementation of the goals of the Decade.

Secondly, the choice of this intersectoral theme and the interdisciplinary reflection that proceeds from it seem to me to correspond to a natural, fundamental and universal link between education and culture. From the Greek city-state to the Chinese classical era, from the Japan of Tokugawa to Arab-Andalusian Islam, all human societies have confirmed the structural link between education and culture. With the word *Bildung*, Germany offers us the most striking example of the association of these two ideas. All great German thinkers, artists and educators have referred to the concept, which is fundamental to the way in which the German nation expresses its view of the word: *Bildung* denotes both formative culture and education that gives access to culture. But societies without a written language also establish a link - expressively displayed in their ritual - between the education of young people and the acquisition of the basic ingredients of culture. But what constitutes this natural interconnection, discernible in all ages and climes, and how does it function today? It is immediately obvious that culture is both the content of education and the rich alluvium that it deposits - in other words, education is the vehicle of culture. It is through instruction that people acquire knowledge and know-how, learn to appreciate the arts and refine their aesthetic responses. Aware of the wealth of knowledge and beauty that exists, they 'work up an appetite' for knowledge; their horizons are broadened and they become generally more alert. It is also through education that they express their creative potential, assimilate values, form opinions and acquire patterns of behaviour that make them representative of a particular culture.

Yet culture in its broadest sense, defined in Mexico ten years ago as 'the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group' is also both vessel and motor: it encompasses and permeates education, of which it partly determines the objectives and methods.

Education and culture thus operate in constant symbiosis; the former enlightens and the latter differentiates. But is there not a risk that this perpetual osmosis, this circular relationship of cause and effect, may lead to impoverishment? Certainly not, because culture is also an 'effect' of education, and education acts as a motor of cultural change and not just as a neutral mechanism for transmitting culture. The more clearly we recognize this role of education as a motive force or stimulating agent in culture the more capable it will be of mobilizing and enhancing the creative potential of each individual in the community.

It has to be acknowledged that curricula today attach far more importance to scientific, technical and economic subjects than to the arts and the humanities. As cultural and social behaviour is shaped by education - in the broader sense - would it not be appropriate to review the content of curricula and the relevance of teaching methods?

We must be careful in particular not to neglect the importance of artistic expression in cultural development. Works of art - culture in one of its narrowest but noblest senses - are the distillation of the spirit of a culture. They are a link between what a culture knows of itself and what it has to discover; a means by which it recognizes and transcends itself. In this sense they are central to cultural development.

Education has an important role to play in fostering artistic expression. Children are nature's artists: they have in them a freshness of sensibility, a power of imagination and a

creative urge that must be preserved and nourished. Educational policy must ensure that intellectual training is never pursued at the expense of these qualities, which are in fact as vital to discoveries of the mind as they are to artistic creation. Nor should it be forgotten that culture is also memory, is continuity. 'Culture', said Matthew Arnold, is 'acquainting ourselves with the best that has been known and said in the world, and thus with the history of the human spirit'. Culture in the sense of something we acquire through communing with the great known creators of the past is also part of cultural development, on condition that it serves as a stimulus to our own creativity. I emphasize 'own' creativity: this faculty ensures that each human being is not only biologically but also culturally unique. Each person represents an evolving element of this infinite diversity, sharing common traits with those belonging to the same community and context. In this way, the same roots yield a wide variety of fruits.

The domain of culture is universal. Cultural development is thus also the *dialogue between cultures*. The promotion of such a dialogue has always been one of UNESCO's central concerns. It involves, on the one hand, strengthening cultural identities and, on the other, developing enriching exchanges between cultures. Education has an important function in both respects, by conveying a living sense of pupil's own culture and by forging links with other cultures. The study of foreign languages and literature is of particular significance here, since it provides an unrivalled insight into other cultures and creates a valuable disposition towards intercultural dialogue.

One of the great challenges of the twenty-first century will be the protection of minority cultures against the powerful forces of standardization and integration. These forces - economic, linguistic and technological - tend to dilute, homogenize and regulate cultures throughout the modern world. Yet the survival and development of small cultures is important not just for the well-being and sense of identity of their individual members, but also because embedded in their knowledge, value and belief systems are social, environmental, political and even spiritual solutions to some of the crises facing contemporary societies. The preservation of cultural diversity - no less than biological diversity - is crucial for the future of mankind. In the past, education has too often played a part in the destruction of minority cultures, but it can also play an important role in their survival and sustainable development. International co-operation can contribute to the protection of such cultures, not of course by imposing solutions but by working alongside those concerned in relations of equality and mutual respect to help shape appropriate education programmes, content and methods.

Education also has an important contribution to make to the specific problem of multicultural living. Here a difficult balance has to be struck between preserving a legitimate sense of cultural identity in the minority culture or cultures and promoting a necessary social harmony. Education for intercultural understanding and tolerance is essential in this regard and will undoubtedly be one of the key areas of educational development in our increasingly interdependent world.

Ladies and Gentlemen,

The promotion of human creativity is at the heart of the notion of cultural development. It is through the fostering of human creativity that development assumes its full cultural dimension, that cultural identities are strengthened and enriched, that participation in cultural life is broadened, and that international cultural co-operation can best be promoted. Cultural development thus rejoins human development in being rooted in individual creativity and in the

education that promotes such creativity by fostering new ways of thinking and seeing while transmitting a common heritage of knowledge, experience and values.

What we have to ask ourselves is this: what kind of education do we need in order to engage in cultural development with an authentically human face? It is a kind of education that will entail our learning to live together in a world of all-encompassing complexity; having a conscious remembrance of the past, of things discovered and knowledge distilled; and laying down plans for the future. It will entail ensuring the full flowering of diversity - and awareness and recognition of that diversity - as well as fostering two-way flows and intercultural dialogue, and at the same time instilling attitudes that pay heed to the natural environment and to the attendant human and cultural environment represented by the 'Other' to whom we owe our respect, much in the same way as we are again learning to show respect for nature. Education for human cultural development should teach us to defend our opinions and beliefs and how to protect our culture by adopting an open-minded outlook instead of beating the retreat and withdrawing into the prison of our identities. It should also teach us to have the courage to rise up in permanent rebellion in favour of the rights of others and ourselves alike. Learning to be is, above all, learning to relate, learning to take up our stand at the crossing of the ways instead of remaining behind the fortress walls, as well as showing concern for others. It entails learning to conjugate the verb 'to share' every day of our lives, so that the future will be less one-sided. This is a Utopia that is in the realm of the possible, the reality of the morrow. Education really comes into its own when it builds bridges and pushes back horizons, for its true calling is to look to the future and inform action. The Utopia of the realm of the possible - the *realutopia* - appears to be a major contradiction, yet it is capable of cutting a broad swathe through the narrow alleyways of necessity.

UNESCO has remained neither indifferent nor inactive in the face of this challenge. It has encouraged out-of-school education, in a bid to diversify cultural activities and reconcile measures taken in favour of both education and culture. It has succeeded in securing mutual recognition for cultures and their diversity, for intercultural understanding, and for knowledge and preservation of the common heritage of all humankind. The Organization has likewise promoted the use of mother tongues and, through international education, has given added impetus to propagating a culture of peace. I feel bound to mention the efforts undertaken jointly by those responsible for educational policies and leading figures in the cultural sphere, who have enjoyed UNESCO's support in identifying those areas where the work of educationists and cultural activities come together. This is the point where strategic planning for education and cultural policies are intertwined.

However, the time has already come to show greater daring in our common thinking and action. We have to ask what sort of culture we want and for whom it is intended. How can we stimulate the birth of something new that will go to enrich and give a fresh lease of life to culture and cultures alike? How can we, at one and the same time, promote universality, without which cultures are nothing more than sealed compartments, and specificity, without which those same cultures are condemned to wither away or to disappear altogether? It is not only ambition that is lacking when we come to answer these questions: we have to impart fresh impetus to intellectual co-operation and to intersectorality and interdisciplinarity, both in UNESCO and in the United Nations system. It is above all necessary to ensure that civil society will come to play the leading role that is incumbent upon it in all spheres of endeavour, because it is only by doing this that the bulwarks of public freedoms can be strengthened. In this connection, I should mention the new UNESCO World Heritage Centre and the creation of two important commissions that will soon commence work. These are the World

Commission on Culture and Development, chaired by Mr Pérez de Cuellar, whose mandate will be to draw up a world report on culture and development, along the lines of that produced by the Brundtland Commission, and the International Commission on Education for the Twenty-First Century, which will convene under the chairmanship of Mr Jacques Delors and is expected to point the ways to the future in the sphere of education.

Ladies and Gentlemen,

However strong the creative urge, culture can only thrive in freedom, a freedom guided by tolerance, solidarity and understanding, an intrepid freedom that champions values, rights and duties, an innovative and dissident freedom that daily seeks out new paths of human dignity and weaves complex new patterns using the guiding thread of compassion and love. Why is it, then, that we so frequently find history teaching being narrowed down to immediate and local concerns, to bad neighbourliness and conflict as a result of a short-sightedness that is just one more type of oppression. History is not a succession of wars and wielders of power. It is the reflection of individual lives in increasingly interactive civilizations.

The key figures in the shaping of history have been the philosophers, poets and artists, the entrepreneurs, scientists and teachers. Yet how much space are they accorded in schoolbooks? Democracy, peaceful coexistence and human development are not innate qualities; they have to be cultivated in each individual. To further this process on a global basis, culture must cease to be a mere ornament in international agreements and a sub-item in national budgets. The political will of rulers and parliaments is expressed in terms of the degree of national priority accorded to culture and education and the percentage of GNP they can count on. Respect for the environment, reduction of population growth and mass emigration, and the free coexistence of different ethnic groups (all major challenges of our time - and a potential threat to security and peace) depend on education, behaviour and culture. They are the buttresses of peace and justice.

I often like to make the point that we are not here to record history but to write it. Human beings should be the shapers of their own destiny and not mere spectators. The role of a mere chronicler is beneath the individual's intellectual dignity. Let us all, as individuals, know and write our own history and, as a community, write the history of the world and build a more equitable future.

The great visionary Victor Hugo once said 'A human being who can read has been saved'. Obviously 'reading' in this context has a wider symbolic meaning - not only reading words to get to know oneself and society and its history, but also reading the world, that is to say other people - all other people - in order to join with them in knowledge, respect and tolerance; it is ultimately reading 'to be saved', saved from oppression, dependence and hunger. There is room for everything in Hugo's aphorism: education, culture and development. The conference that brings you together here today must cultivate this soil to sow the seeds of the future for posterity. The future that we leave to our children depends on the children that we leave to the world.

ANNEX V

**Opening address by Mr Antonio Silipo,
Minister of Education of the Province of Ontario, Canada, and
Chairman of the 43rd session of the
International Conference on Education**

Mr Federico Mayor, Director-General of UNESCO,
Outgoing Chair,
State Councillor, Head of the Public Education Department
of the Republic and Canton of Geneva,
Dr Georges Tohmé, Director, IBE,
Distinguished Ministers and Delegates,
Ladies and Gentlemen,

Thank you for your kind introduction. Please accept my warmest personal greetings and welcome to this gathering. I feel deeply honoured to have been selected to chair this gathering of educators and politicians responsible for education.

The 43rd session of the ICE is taking place at a time when we are all deeply aware of the importance of cultural identity, cultural diversity, cultural conflict and cultural development in our lives. This session follows upon the 42nd Conference that dwelt upon literacy, and took place in the international year of literacy. We are still, in our various countries, working with the outcomes of that constructive meeting. Now we are at the mid-point of the World Decade for Cultural Development. It is a reminder to all of us about how important are the links between language, literacy and cultural development in education.

For the next week we will be working together to bring forward from our various perspectives a document addressing the very challenging topic of education and cultural development.

As educators, we are called upon to consider the topic not only as we see it, but as we serve the citizens in our respective jurisdictions. It is their world which will take shape from our efforts here, and it is for them and for the future that we strive to reach agreement among ourselves through this experience.

Young people in particular are always our inspiration and our main focus when we gather to deliberate on educational matters. We do our work, all around the world, on behalf of the millions of students who rely on their families, their teachers, and ultimately their governments to prepare them to live and work and make their contribution towards a better society.

Preparing for this Conference, I thought about my own childhood experience. With your indulgence, I would like to share some of my *personal* reflections because I believe that my experience has been repeated in the lives of many children in our contemporary world.

I was born in Italy and lived there with my family for my early years. For economic reasons, my parents decided to move us to Australia when I was nine. Subsequently, we moved again, to Canada, to the city of Toronto, where I continue to live and in fact have made my permanent home. By the age of 15 I had experienced three different education systems on three continents. I had learned two languages and been exposed to a third: my mother tongue, Italian, then English, and finally French.

There are children and young people in every part of the globe who are going through the experience of migration similar to my own. The experience which immigrants, men and women alike, have gone through represents one of the facets of the interaction between culture and education. This interaction can obviously also be seen in other circumstances. We are gathered here this week in order to look into these issues and, as we work together, we may be able to come up with some answers.

For example, we have to ask ourselves how an education system can succeed in transmitting the values and traditions of an age-old culture to young people who are exposed to other influences through the international media.

Some countries, like Canada, are taking steps in their institutions in a bid to help the autochthonous population to reassert its dignity, which is manifest within its own culture. In order to achieve this goal, it is necessary to make a commitment to applying the principle of justice, failing which the culture of these peoples is in danger of disappearing, with the resulting irreparable loss for humankind.

The question we have to ask is how our educational institutions can ensure the best possible backing for such moves.

From the standpoint of cultural development, education can offer people of all ages a host of opportunities for becoming conversant with the arts. It has to be asked how our educational institutions can ensure that those parts of the curricula devoted to culture do justice to the whole range of local traditions, while taking account of the traditions existing in the rest of the world and enabling the pupils to preserve an identity of their very own.

With the help of parents, both men and women teachers can discover pupils who display a special talent for the arts and can then nurture that talent in order to produce a new generation of artists in the visual or performing arts, or in writing and music. In doing this, how can we ensure that the pleasure of artistic performance or creation can be an experience enjoyed by a host of people rather than by only the privileged few?

The question is whether we want our men and women teachers to engage in a dialogue with their pupils on the arts and aesthetics and thereby stimulate their creativity and help them develop their critical sense and discernment. Moreover, we have to ask whether our teaching institutions encourage cultural dialogue with the different cultural communities surrounding them.

We are intent on ensuring that our primary and secondary schools and universities become places where music, dance, the visual arts and drama are the rule. There are countless young people whose first encounter with the arts or whose initial training in that field takes place at school. The arts and human sciences are key factors in the creative power of the human mind. We should ask ourselves whether our technocrats include them in the priorities they attach to the education of every individual young person.

When several cultures coexist in a society, it is incumbent on the educators and cultural leaders to find ways to achieve intercultural harmony. The challenge is great, we know, and conflicts are bound to arise.

In this regard, are our teachers and professors prepared to instil respect for other cultures and traditions among their students? Do they feel empowered to intervene when conflicts arise between students or groups of students based on racial or cultural differences?

How does what students learn help them understand the nature and origins of racism and ethnocultural prejudice, and how does it help them overcome such tendencies within themselves and among those around them?

The links between the school, the family and the community are essential when dealing with issues of culture, language and cultural development. We must ask how well we are forging the ties between these components. These are weighty questions. They offer real challenge to all of us at this Conference. They are thought-provoking, and not simple. Perhaps this will only be a beginning here.

I do not need to enumerate for this body the trouble spots of our world. We are all acutely conscious of the pain, suffering, and violence which is the daily experience of the population in those countries, and particularly the children. As educators, we must remain constantly alive to our responsibility to help, and to build for a world that will be better.

People are being displaced by war, by famine and by natural disasters. Their lives have been shattered. If they are not given access to education and training in order to rebuild, they will remain wounded throughout their lives.

We must dedicate ourselves to securing hope for the future through the most powerful means of all, through education. Education, culture and development convey a world of meaning in every society. We have all responded to this invitation to Geneva in order to deliberate these concepts at the highest level of professional activity.

We have at our disposal the necessary tools of communication. Through the planning and preparations made by the conference organizers, we will be able to have full and frank discussions on a wide range of themes. We will have the use of these excellent facilities and the assistance of officials to help us move forward on our agenda towards the desired end of a conference document which we can all support. The hours and the days ahead will challenge us to bring only our best efforts forward.

We shall be the exemplars of the theme, that learning and culture are inextricably related. We will be learning from each other, respectful of the cultures which we bring with us to the meeting rooms as we undertake our tasks.

In this hall the heads of each delegation will share the report submitted from their country. As colleagues, I thank you for setting aside time from your many duties at home to come and share with all of us the focus of your country's educational plans.

I believe we all agree that, in spite of all the other pressing issues of the day, and all the burdens of public policy which every delegate understands, education remains our collective priority.

I ask you, what can be a more effective use of time and energy than our conscientious endeavour here to find a path to a common understanding on the dynamics of culture and education?

In this global village in which we live we are being drawn even closer together by the breaking of what seemed like impenetrable barriers, as we have witnessed in the recent past. We are here as citizens of this global village, linked by the bonds of understanding and respect which are common to all of us, irrespective of background or status or level of wealth. Let us continue to strengthen those bonds.

If we can achieve consensus here, the peoples of the world will ultimately benefit from the power of these ideas. They will be strengthened and enhanced in their own self-awareness, and in their respect for the cultures of others in our global village.

Through this means we can make our contribution, as educators, to the future.

ANNEX VI

Closing address by Mr Eduardo Portella, Deputy Director-General of UNESCO

Mr Chairman,
Mr State Councillor,
Head of the Public Education Department of the Republic
and Canton of Geneva, and Head of the Swiss Delegation,
Distinguished Ministers,
Delegates,
Dear Colleagues,
Ladies and Gentlemen,

I should like first of all to convey to you the apologies of Mr Federico Mayor, the Director-General of UNESCO, who is unable to be with you today at this closing meeting of the 43rd session of the International Conference on Education. He has asked me to represent him, and it is with great pleasure that I do so.

You have now come to the end of your discussions, which have, I know, been highly rewarding and are the outcome of a genuine exchange of views and dialogue between decision-makers, experts and intellectuals. Yet, the success of the Conference is also due to the way in which the Chairman has conducted and guided its proceedings, during which he has been constantly able to count on the co-operation of the Bureau of the Conference, the Working Groups and the Drafting Committee.

If I may, Mr Chairman, I should like to make special mention of the sense of dedication and technical performance of the conference secretariat, staffed by experts from UNESCO, including those from the International Bureau of Education.

Recommendation No. 78, which you have just adopted, is proof of this concerted effort, of the determination to engage in an exchange of views and dialogue, and of the repeated instances of synergy displayed during this session of the International Conference on Education. I am convinced that it will be an essential reference document for all ministers of education and culture, as well as for the international community, and that it will help to throw light on a future in which culture and education will join forces in the peaceful shaping of history that is being awaited with increasing impatience.

One of the merits of our Conference is that it has made us clearly aware of something to which we feel committed: the need for an interdisciplinary attitude and approach in relation to culture and education, for complexity extends far beyond the scope of any specialized skill. It is the task of culture to open wide the windows of diversity on our behalf.

Development itself demands that education should be deeply permeated by culture, because culture is both the point of departure and the final destination. Identifying a cultural shortfall in some project or activity or other, or in educational thinking, is tantamount to clearing the way for human development and to realizing the danger posed by the one-

dimensional model of development that is devoid of all intersubjective, emotional or even ethical content.

In view of the pace at which cultures are coming to be intermingled, the sharing of identity can only be brought about through an interactive and rewarding form of coexistence based on mutual respect.

But there is one thing of which we can be sure: we shall not advance the work of integrated development - in which culture is a driving force - if the attitude we take is one of nostalgia. Attempts to salvage static models and reprogramme them to conform to a familiar tempo are liable to become backward-looking, restrictive and short-lived. It is pointless to appeal to the notion of cultural superiority, which is debatable and questionable, especially since History would first have to be banished if such an appeal were to be warranted. Every age develops the culture which suits its purposes: the creations of humankind may succeed or fail, but they all bear the marks of their own history.

Today we are witnessing the collapse of dogmatic and hermetic forms of knowledge. We face fresh challenges that are being thrown up ahead of time by new and as yet untested situations. The breathtaking emergence of a planet-wide culture threatens to rock our historical structure to its very foundations. This does not mean that the cultural relationship that we call tradition can be abandoned in favour either of restrictive ideologies, which can soon turn into a political delusion, or of blithe forgetfulness, which would be a curious defence mechanism in view of the complex task that is growing before our eyes.

It will be some time before we again have to contend with situations that are already set hard and fast. Transience is the hallmark of culture in the global age. Today's cultural agenda primarily involves the dissemination of diffuse matter. And we are right to be suspicious of surveyors of culture who never acknowledge the creative process.

The unbreakable pact between creativity and transmissibility also accounts for the fundamental alliance between *culture and education*. Cultural action has an undeniable educational impact, whence the need to view in combination the two aspects of this activity: culture as a form of out-of-school education and education as culture in school. This is something that points to the need to expand the school's orbit and suggests that a distinction, perhaps an operational distinction, could be made between what we might refer to as the *school area*, the physical confines of the educational institution, and the wider *educational area*, in other words, all kinds of cultural repositories, sales-points, open-air markets and supermarkets, stadiums, electronic circuits and so on - in short, all amenities liable to exercise a multiplier effect on the distribution of culture.

Working to bring education and culture ever closer together and to overcome any split between them through a persistent effort at the theoretical and practical levels will prompt us to expose the creeping domination of educational systems.

If benefit is to be derived from analysing the relationship between education, culture and development, we should depolarize the political debate and, at the same time, place greater emphasis on social considerations. In this connection, the debates of the General Conference have made us realize that the discussion on human development has to lay stress on the fact that economic policies must, at one and the same time, make allowance for the problems of growth, political democracy and social justice alike. In such an 'integrated approach', social

equity is not seen as a factor that is external to economic growth but as a line of approach which has important cultural, distributive and institutional consequences.

Not far from here, at the Centre européen de la culture, our colleagues from different cultures have embarked on a rewarding discussion on the culture shock of 1492, as part of the activities connected with the Five-Hundredth Anniversary of the Encounter between Two Worlds. This is a debate about the past, of course, but it is one that looks towards the future.

The element of shock, as it relates to intercultural issues, should be regarded as a positive feature. It is often viewed as a collision, a chance mishap or, as a diversion in some instances. Shock also mean astonishment or perplexity at the unexpected appearance of the other. It is an electric current, a change of voltage which can provide the living world with an entirely new source of energy. I would situate it between the logic of discovery and the dynamic of encounter.

Culture, which is necessarily a process of symbolization (and every human act could be said to be a symbolic birth) is weakened and yields under the yoke of the technocratic machine that has taken the place of genuine criticism, with its power to transform and initiate. It also inhibits the aimless flow of technical and cultural transfers.

Whether international or national, the *transfer of culture*, as the lever of integrated development, must be accompanied by a determined effort of *critical analysis* that is capable of preventing the erosion or the alienation of local identities. Mechanistic alternatives prove to be ineffectual in cases where the constant mobility of cultural action is involved. There can be no doubt that this mobility is never-ending, for this is how the cultural agenda regains its greatest significance and its legitimacy and far-reaching impact, covering as it does its different manifestations and the most varied forms of relationship, such as those between science and art; training in general and vocational training; work and leisure; privacy and social intercourse - and last, but not least, reason and adventure or, if you will, the adventure of reason.

Ladies and Gentlemen,

Culture must expand as a form both of education and of communication if the cultural dimension is ultimately to emerge from our age as the driving force behind development that is rooted in solidarity.

ANNEX VII

Closing address by Mr Dominique Föllmi, State Councillor, Head of the Public Education Department of the Republic and Canton of Geneva, and Head of the Swiss Delegation

Mr Chairman,
Distinguished Ministers,
Your Excellencies,
Dear Friends,

We have spent six days conferring together, discussing and getting to know one another. The time for discussion has come to an end and we must now take stock of what we have achieved. My message will therefore be brief and I trust, above all cordial.

The theme selected for our discussions was an ambitious one. But that is in the nature of all issues that go to the root of things. I believe that it is one of the duties of ministers to rise above their immediate concerns and problems of management, administration and finance in order to give thought to the main thrust of their work. This Conference has provided us with such an opportunity.

More than 50 years ago, the great French educationist, Célestin Freinet, exposed the dangers of forms of instruction - and education - that offered no prospects. The contribution of education to development now affords us one of the most promising outlooks for the task ahead of us. It cannot be dissociated from the theme of *education for all* and the theme of *literacy education*, in the real sense of the term (which means much more than learning to read, write and count), in developing and developed countries alike. What has brought us together is a common vision of training providing access to culture and of culture as a formative force. The mission of each and every one of us at the close of this twentieth century is to help to mould men and women capable of putting down roots in order to rediscover themselves; expressing themselves in order to communicate; understanding the world around them in order to become a part of it; engaging in enriching and creative action with a view to achieving self-fulfilment; adopting a critical attitude, the better to control their environment; meeting together in order to share things more fairly; and making an active commitment to the construction of a better world.

Culture and education are *dynamic* ideas and that is why I have deliberately used the *active voice* in this brief list.

I should like to say how impressed I have been with the work achieved by the delegations, and, in particular, by the Chairmen and Rapporteurs, as well as by Mr Tohmé and his team at the IBE and by the Secretariat of UNESCO.

Mr Chairman,
Ladies and Gentlemen,

The time has come to say good-bye. Geneva and Switzerland have been pleased to offer us their hospitality for several days. We hope that, in spite of the long hours you have spent working, you have found time to appreciate this country which is so dear to our hearts and which you have seen at its best, in sunshine and under blue skies.

We wish you a pleasant journey, an excellent return to your own countries and, above all, a fresh determination to engage in our mission in the service of education, culture and development.

ANNEX VIII

Closing address by Mr Antonio Silipo,
Minister of Education of the Province of Ontario, Canada, and
Chairman of the 43rd session of the
International Conference on Education

Mr Federico Mayor, Director-General of UNESCO,
Mr Dominique Föllmi, Councillor, Head of the Public
Education Department of the Republic and Canton of Geneva,
Honourable Ministers,
Fellow Delegates,
Ladies and Gentlemen,

When, at the beginning of this 43rd session of the International Conference on Education, you honoured me with the task of chairing the Conference, I remarked on the great significance of the issues which were here to address. And I expressed the hope that our deliberations here would enable all of us, in our own countries and throughout the world, to strengthen the bonds of understanding and respect between cultures and individuals.

I believe that our debates have provided all of us with opportunities to explore ideas and values which will have profound implications for the kind of world we offer our children in the new century.

Two years ago, this Conference met to address the crucial problem of illiteracy and to affirm the commitment to the World Declaration on Education for All. We have heard this week about the progress being made in Member States towards the most basic requirement of intellectual development, ensuring that education is universally available.

This year's International Conference on Education has faced a more specific, but still enormous, challenge: addressing through education that which reflects and affirms the very spirit of humanity - our culture.

As the Director-General pointed out in his opening address, education and culture are in a constant symbiosis. We have seen this week that the question is not simply 'How can education help to promote culture?' but equally, 'How can culture enrich and motivate learning?' Our deliberations have revealed much of the potential - as well as some of the difficulties - of this challenging and highly productive relationship.

Over the past few days, a great many ministers of education and other senior officials from the participating Member States, as well as representatives of a large number of organizations active in this field, shared with the plenary session a wide range of perspectives deriving from their own experiences of education and culture. Clearly, educators in every country are aware of the dynamic interaction which exists between the cultures of their populations, as well as the great potential of the education system to shape and enhance that interaction.

The presenters were often frank in acknowledging the need in all countries to pay special attention to the educational prospects and cultural opportunities of girls and women. Likewise, they recognized, quite rightly, the importance of not only preserving and transmitting the cultural heritage indigenous to each people, but encouraging its continuing development. There was wide agreement on the need to give all children the opportunity to participate directly in the joy of the artistic and creative experience, as well as to understand and appreciate the existing creations of culture.

The Working Groups served as crucibles for the refining of ideas through interchanges among delegates and experts. It was in these group sessions that some of the most critical issues emerged and some of the most lively debates took place. I am thinking, for example, of the discussions on intercultural and multicultural education, as well as those on such profound issues as the moral, ethical and spiritual aspects of education and culture. These sessions also contributed to our understanding of the possible interactions between formal classroom learning and that which occurs in the home and through many other cultural influences.

We have in Recommendation No. 78 set ourselves and our authorities at home a great challenge. We must go back to our regular responsibilities with renewed commitment, determined to put into effect what we have learned and decided here. Only if we do this can our efforts of the past few days truly benefit all of our people.

Moreover, we must be prepared to contribute fully to the success of the next International Conference on Education in 1994. That session will have the strikingly appropriate theme of education reform, and will place special emphasis on education for international understanding. This theme will provide us with the opportunity to follow up on both the work on education for all, started with Jomtien two years ago, and that begun this week on education and culture.

One challenge that faces us in the interval is to strengthen procedural aspects of the Conference. My predecessor as Chairman of the Conference remarked in 1990 on the new method of working together that had been launched in order to give greater opportunities for interaction and debate. I think we all agree that the second experience with the new format has confirmed the wisdom of that basic decision. But we have also experienced some problems as we sought to achieve consensus on the outcomes of our discussions.

Happily, the patience wisdom and co-operative spirit of delegates have allowed us to reach a successful conclusion to our work. But the stress imposed on our Drafting Group, to say nothing of all the others who contributed, has been considerable. We must together find the means to enable delegates to contribute fully to the shaping of the draft recommendation, while allowing adequate debate and sufficient time to review the final text.

I believe we owe a great debt of gratitude to the Director of the International Bureau of Education, Mr Tohmé, for the wisdom and dedication he has brought to the task during his period of leadership. He has seen the Conference successfully navigate the most difficult part of the transition to the new format. Now the responsibility passes to his successor, Mr Tedesco, and I am sure all delegates will offer the new Director their full collaboration.

I am sure that the Director will, as he reviews the experiences of this week and the ideas submitted by delegates in their appraisals of the meeting, want to look for ways in which the 44th session can be made even more fruitful.

I would now like, on behalf of all participants, to thank most sincerely the Director-General of UNESCO both for his moving address at the opening of the Conference and for the constructive context which his efforts have provided. We in Canada look forward to his presence in our country over the next few days as we celebrate the mid-point of the World Decade for Cultural Development.

I must also thank most sincerely all of the participants, but especially the Vice-Chairmen, the Chairs of the Working Groups, the Rapporteurs, the members of the Drafting Group, and all of the others who made a particular contribution to the work of our sessions.

As always, the success of the Conference has been in large measure due to the high quality of the support provided by the Secretariat and by the International Bureau of Education. Our thanks go to Mr Tohmé and the members of the staff. As well, I must offer a special note of appreciation to the translation staff, who worked with highly professional efficiency long into the night to make our success possible.

I would like to thank the Swiss authorities for their expected, but much appreciated, warmth and hospitality towards the Conference and all of its participants.

And now, ladies and gentlemen, the Conference draws to a close. I hope you have found these past few days in Geneva as stimulating as I have and that all of us will return to our different roles in education with renewed commitment and fresh ideas. Thank you for your support, and best wishes as you seek to strengthen the bonds between education and culture.

ANNEX IX

List of documents distributed during the session and national reports submitted to the Conference

I. Conference working documents

ED/BIE/CONFINTED 43/1	Provisional agenda
ED/BIE/CONFINTED 43/2	Draft organization of the work of the Conference
ED/BIE/CONFINTED 43/3	Main working document: the contribution of education to cultural development
ED/BIE/CONFINTED 43/4	Preliminary report on the implementation of Recommendation No. 77 concerning literacy, adopted by the International Conference on Education at its 42nd session
ED/BIE/CONFINTED 43/5 (prov.)	Draft Recommendation No. 78 to ministries of education and culture

II. Reference documents

ED/BIE/CONFINTED 43/Ref.1	Document on statistics relating to education and culture
ED/BIE/CONFINTED 43/Ref.2	Analysis of replies by Member States to the IBE questionnaire on the contribution of education to cultural development
ED/BIE/CONFINTED 43/Ref.3	Education, culture and development: co-ordinated policies and strategies. A. Moatassime, CNRS/EIDES, University of Paris I
ED/BIE/CONFINTED 43/Ref.4	The challenges to education systems from the contemporary cultural dynamic. P. Dasen; P. Furter; G. Rist, University of Geneva
ED/BIE/CONFINTED 43/Ref.5	New cultural dimensions and new educational approaches: problems and perspectives. A. Visalberghi, Director of CEDE (Centro Europeo del'Educazione), Rome
ED/BIE/CONFINTED 43/Ref.6	The role of education in the cultural and artistic development of the individual. E.W. Eisner, Professor of Pedagogy and Art, Stanford University, Stanford, California, United States

ED/BIE/CONFINTED 43/Ref.7 — The role of education in the cultural and artistic development of the individual. Le Thanh Khoi, Professor at University of Paris V

ED/BIE/CONFINTED 43/Ref.8 — The role of education in the cultural and artistic development of the individual: developing artistic and creative skills. Ana Mae Tavares Bastos Barbosa, Director, Museu de Arte Contemporanea da Universidade de São Paulo, Brazil

ED/BIE/CONFINTED 43/Ref.9 — Cultural development through the interaction between education, the community and society in general. F.M. Bustos O., Professor, Universidad del Valle, Cali, Colombia

ED/BIE/CONFINTED 43/Ref.10 — Cultural development through the interaction between education, the community and society at large. K. Engström, Swedish Museum of National History, Stockholm, Sweden

ED/BIE/CONFINTED 43/Ref.11 — Cultural and intercultural aspects of education: a new responsibility for teachers. S. Churchill, Professor, Ontario Institute for Studies in Education, Toronto, Canada

III. Information documents

ED/BIE/CONFINTED 43/Inf.1 (prov.) — Provisional list of participants

ED/BIE/CONFINTED 43/Inf.2 — List of reference and information documents prepared for the 43rd session of the ICE

ED/BIE/CONFINTED 43/Inf.3 — Programme des rencontres avec les responsables de l'enseignement public genevois et des visites d'établissements éducatifs

ED/BIE/CONFINTED 43/Inf.4 — Selected bibliography on the contribution of education to cultural development

ED/BIE/CONFINTED 43/Inf.5 — The contribution of education to the survival of small indigenous cultures. G.R. Teasdale, Professor, Flinders University, Adelaide, Australia

ED/BIE/CONFINTED 43/Inf.6 — Effects of cultural interventions on educational competencies: intelligences rediscovered. A.R. MacKinnon, Professor, Center for International Programs, University of Guelph, Canada

ED/BIE/CONFINTED 43/Inf.7 — Functional curriculum development: a means of retaining nomadic Fulbe cultural identity. Chimah

	Ezeomah, Professor, Executive Secretary, National Commission for Nomadic Education, Nigeria
ED/BIE/CONFINTED 43/Inf.8	An image of the educated person of the future. D.P. Schafer; S.A. Amenta, World Culture Project, Markham, Canada
ED/BIE/CONFINTED 43/Inf.9	Culture in school: a development project 1985-1991. Ethel Persson, Head of Section for Training of Handicraft Teachers, University of Karlstad, Sweden
ED/BIE/CONFINTED 43/Inf.10	Which language for teaching? The cultural messages transmitted by the languages used in education. Elisabeth Gfeller; C. Robinson, Société Internationale de Linguistique, Cameroon
ED/BIE/CONFINTED 43/Inf.11	Education: the carrier of cultural development. L.F.B. Dubbeldam, Director, Centre for the Study of Education in Developing Countries (CESO), The Hague, Netherlands
ED/BIE/CONFINTED 43/Inf.12	Cultural and intercultural aspects of education: a new responsibility for teachers. Premlata Puri, Director, Centre for Cultural Resources and Training, New Delhi, India
ED/BIE/CONFINTED 43/Inf.13	Intercultural education for cultural development: the contribution of teacher education. P. Batelaan, Secretary General of the International Association for Intercultural Education (IAIE), Hilversum, Netherlands
ED/BIE/CONFINTED 43/Inf.14	L'expérience du Musée des Arts décoratifs de Paris : un outil pédagogique au service du développement culturel. T. Bondoux, Musée des Arts décoratifs de Paris, France
ED/BIE/CONFINTED 43/Inf.15	Les jeunes et les changements socio-culturels dans la ville zaïroise de Bukavu. J. Balegamire Bazilashe, Researcher at the University of Geneva; former IBE scholar-in-residence
ED/BIE/CONFINTED 43/Inf.16	Université et culture. J. Herman, Professeur à l'Université de Venise; Professeur émérite à l'Université de Budapest; Membre de l'Académie hongroise des sciences, Budapest, Hongrie
ED/BIE/CONFINTED 43/Inf.17	Education, culture and development: co-ordinated policies and strategies. The situation in Latin America and the Caribbean. J.C. Tedesco, Director,

	Regional Office for Education in Latin America and the Caribbean (OREALC)
ED/BIE/CONFINTED 43/Inf.18	The contribution of education to culture. Development in Asia and the Pacific. H. Ahmed, Director, Principal Regional Office for Asia and the Pacific (PROAP)
ED/BIE/CONFINTED 43/Inf.19	Education, culture et développement : politiques et stratégies dans la région Afrique. Pius A.J. Obanya, Acting Director, Regional Office for Education in Africa (BREDA)
ED/BIE/CONFINTED 43/Inf.20	The contribution of education to culture. Development in the Arab States. A.K. El Atrash, Director, Regional Office for Education in the Arab States (UNEDBAS)
ED/BIE/CONFINTED 43/Inf.21	Questionnaire on the outcomes of the 43rd session of the ICE

IV. National reports presented to the 43rd session of the International Conference on Education

Countries	Languages
Argentina	English, Spanish
Australia	English
Austria	English
Bahrain	English/Arabic
Bangladesh	English
Belarus	English
Belgium	English
Benin	French
Bolivia	Spanish
Brazil	English
Bulgaria	English, Bulgarian
Burkina Faso	French
Burundi	French
Cameroon	French
Canada	English/French
Cape Verde	French
Central African Republic	French
Chile	Spanish
China	English
Colombia	Spanish

Countries	Languages
Côte d'Ivoire	French
Cyprus	English
Czechoslovakia	English
Democratic People's Republic of Korea	French
Denmark	English
Ecuador	Spanish
Egypt	English + answer to Q.
El Salvador	Spanish
Ethiopia	English
Federal Republic of Yugoslavia (Serbia and Montenegro)	English
Finland	English
France	French
Gambia	English
Germany	English
Ghana	English
Guinea	French
India	English
Indonesia	English
Iran (Islamic Republic of)	English
Iraq	English/Arabic
Israel	English
Japan	English
Jordan	English
Kazakhstan	English, Russian
Kuwait	English, Arabic
Lesotho	English
Libyan Arab Jamahiriya	Arabic
Luxembourg	French
Madagascar	French
Malawi	English
Malaysia	English
Maldives	English
Malta	English
Myanmar	English
Netherlands	English
Nigeria	English
Norway	English
Pakistan	English
Poland	English
Portugal	French

Countries	Languages
Qatar	English/Arabic
Republic of Korea	English
Romania	French
Russian Federation	English
San Marino	French
Saudi Arabia	English, Arabic
Senegal	French
Sierra Leone	English
Slovenia	English
Spain	English/Spanish
Sri Lanka	English
Sudan	Arabic
Swaziland	English
Sweden	English
Switzerland	French
Syrian Arab Republic	French/Arabic
Thailand	English
Tunisia	French/Arabic
Turkey	English
Uganda	English
Ukraine	English/Ukrainian
United Arab Emirates	English/Arabic
United Republic of Tanzania	English
Venezuela	English, Spanish
Zambia	English
Zimbabwe	English

ANEXO X

LISTE DES PARTICIPANTS/LIST OF PARTICIPANTS/ LISTA DE PARTICIPANTES

Etats membres/Member States/Estados Miembros

Afghanistan/Afganistán

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General Presidency for Girls Education

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Dr Ali Ibn Abdulkhalek Al-Karni
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Secretario Patricia Fabro
Misión Permanente en Ginebra

Secretario Patricia Salas de Espada
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